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The results of a study conducted by the National Commission on Resources for Youth, Inc., (NCRY) to demonstrate the feasibility of a Youth Tutoring Youth program (designed to put 14- to 15-year-old disadvantaged underachievers to work as paid tutors of similar elementary school children) for possible implementation as a project of the Neighborhood Youth Corps (NYC) are the subject of this final report. Opening sections describe the philosophy of the tutoring program, emphasizing its several levels of impact (improvement of self-concept, study habits, tutee work, school-community relationship, and school reform efforts toward dropout prevention) and the history of the program, outlining two demonstration projects and a program model (developed from the demonstration projects) used to develop and construct replicate programs. Brief descriptions of NCRY strategies for implementation and of the 1968 implementation of replicate programs in 13 cities, two community-controlled schools, and one rural area are offered in the following section. Closing sections deal with measuring the success of the Youth Tutoring Youth program (assessing the problems of evaluating programs which involve behavioral change, defining the goals of the program, and discussing the case of a representative tutor) and future NCRY assistance to NYC. Appended are a description of the Philadelphia Public School program and of internships, one of the NCRY strategies for implementation. SP 002 593 and SP 002 204 are related documents. (SM)

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YOUTH TUTORING YOUTH

NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.
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NEW YORK, NEW YORK 10036

FINAL REPORT
ON AN IN-SCHOOL
NEIGHBORHOOD YOUTH CORPS
DEMONSTRATION PROJECT
FUNDED BY THE MANPOWER ADMINISTRATION,
U.S. DEPARTMENT OF LABOR, CONTRACT NO. 42-7-001-34

JANUARY 31, 1969

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ABSTRACT

A new type of Neighborhood Youth Corps (NYC) job station for 14- and 15-year-old In-school youth was tested by the National Commission on Resources for Youth, Inc. (NCRY) in cooperation with various public school systems. The effort was developed and supported as an experimental and demonstration (E & D) project of the Manpower Administration of the United States Department of Labor.

The objective of the E & D project was to explore the feasibility and value of establishing a "model" in-school NYC program whereby disadvantaged youth work as tutors for younger children.

The program model, "Youth Tutoring Youth," put youngsters, age 14 and 15 who were underachievers in school, to work (for NYC pay) as tutors for elementary school children who were also reading below grade level. The program operated after the school day within the facilities and resources of public school systems. In many cases, residents of the community, including 16-and 17-year-old NYC enrollees, served successfully as program supervisors and aides even thought they did not have regular teaching credentials.

Experience with the program has shown that when under-educated youth are given work responsibility as tutors, both they and those they teach make progress in gaining a sense of work responsibility, an appreciation for learning, improved literacy skills, and motivation to work and stay in school. To be a tutor, a youth must experience the same types of socialization and learning processes needed to acquire the work skills, attitudes and values necessary to function successfully as an adult.

It is not necessary to recount how difficult it has been for schools to establish constructive NYC work assignments for 14- and 15-year-olds. The Youth Tutoring Youth model fills this gap; it provides this age group with meaningful work-responsibility and educational advance.

NCRY provided two one-week internships of "learning by doing" to many educators and NYC officials around the country who were interested in seeing and finding out what Youth Tutoring Youth was all about. After learning of the need, value and modus-operandi of the new job station for In-school NYC enrollees, interns from more than a dozen cities returned home to install the program in their schools.

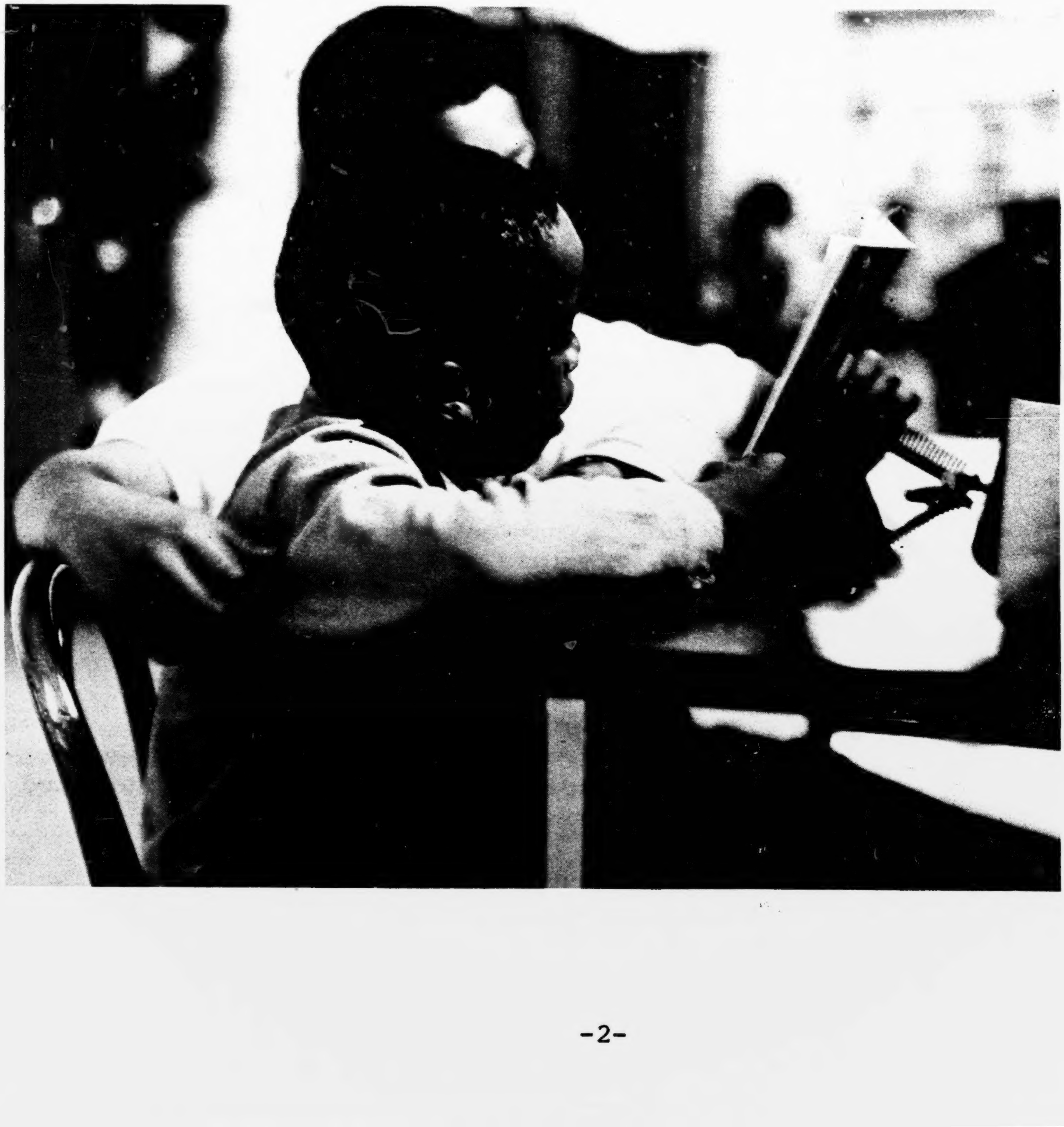
In summary, the outcomes of this demonstration project have been the development of:

. . . a new type of effective job station for In-school NYC enrollees;

. . . multi-media materials and methods for enriching the enrollees' work experience;

. . . a strategy for spreading Youth Tutoring Youth to schools around the country.

These NCRY successes have been recognized by the Department of Labor. As a result, during 1969 NCRY will provide a comprehensive program of technical assistance to In-school NYC programs around the country for installing the Youth Tutoring Youth programs model.



I. WHAT IS YOUTH TUTORING YOUTH?

. . . a new type of job station for the In-school Neighborhood Youth Corps;

. . . a means to improve the In-school Neighborhood Youth Corps by changing uninteresting and unproductive job stations (janitorial tasks) to challenging positions of responsibility and creativity (tutoring) for 14- and 15-year-olds;

. . . an after-school (or summer) tutorial program in which 14- and 15-year-old In-school Neighborhood Youth Corps enrollees earn money by working to help younger children enjoy reading, writing, and other skills of expression;

. . . a form of work (tutoring) which helps one (the tutor) learn "how to learn";

. . . a program for underachievers of both elementary and secondary school age;

. . . a program in which community members who lack teaching credentials can be supervisors or aides; a program that parents can help plan and operate;

. . . a program which fosters social and academic development through work achievement and responsibility; a work-experience which facilitates the development of proper work attitudes and habits as well as motivation to learn and stay in school.

II. PHILOSOPHY OF YOUTH TUTORING YOUTH

A. The Idea

The idea makes such good sense that it's hard to believe it hadn't been tried sooner.

Teaching is a most powerful learning experience. To bring another to a concept or skill, he who teaches must examine carefully what is involved in grappling with the material or the method. He discovers new approaches, new insights, new ways of looking at the "stuff." And as the teacher works with the pupil in the practice of learning - of making something of his own - he himself realizes a greater facility, a new mastery of the knowledge.

As teaching brings an easiness with the business of learning, it also introduces a sense of responsibility of being needed. These experiences teach a great deal in themselves.

But almost always, the people who teach are those who already know. Those who need most desperately to learn, and learn now before their time runs out, have rarely had the opportunity to learn by teaching. These are the youth of the city who are not gaining in their school classrooms, who are falling further behind each year in achievement - with the chance for higher education, a good job, a high school diploma, or even a sense of their own worth fading.

The introduction of the concept that these youth could teach young children - with benefit both to tutor and tutee - is surprisingly recent. The initial findings are important. Ronald Lippett and a University of Michigan team found that the behavior of the student tutors improved simply because they were placed often for the first time in their lives, in positions of trust and responsibility. And the teaching role itself developed their ability to learn.

A study by Mobilization for Youth, New York City's Lower East Side anti-poverty agency, shows that both teen-age tutors and young tutees improved in reading. The younger children doubled their reading growth rate. The tutors, amazingly, moved ahead more than three years during a single school term.

But until 1967, the concept of Youth Tutoring Youth on a large scale had not been linked up with a natural partner, the Neighborhood Youth Corps, the government's major effort to create work opportunities for high school students.

B. An Instrument of Change

Youth Tutoring Youth, a program in which older financially disadvantaged children tutor younger children from the same neighborhood, is an instrument of change. It is a way to improve an already existing Neighborhood Youth Corps (NYC) program for poor 14- and 15-year-old teenagers still in school. It is a way to refocus the In-school program of NYC so that the job slots provide not only a way to earn money, but also a way for enrollees to become excited, perhaps for the first time, about knowledge and creativity. It is an effort to inspire new work habits and attitudes through the challenge of responsible work.

Why should Neighborhood Youth Corps be changed? To understand, one needs to know why the In-school program was started in the first place. It was created in 1964 to provide after-school and summer jobs for young people between the ages of 16 and 21: to encourage them to stay in school, to help them financially, and to provide them with meaningful work experiences. The In-school programs were begun in a hurry; consequently, the job stations that were created were often those tasks that schools most obviously needed doing - sweeping floors, answering phones, delivering messages. Too often, the better students were the ones rewarded with NYC enrollment. Because the job stations were often of a discouraging, make-work nature, because the young people who got the jobs were not always those who could have benefited most from them, the In-school NYC was not fully achieving what had been expected of it.

In addition, in its first years, the In-school NYC did not enroll youth under 16 years of age - often an age when the poverty student had already dropped out or, due to repeated failures and endless frustrations, was past the point where he could find any value in staying much longer in school. Only recently has the NYC program reached down to the 14- and 15-year-olds, those who are in a better position to be salvaged. However, little effort has been made to create responsible job stations for these youths.

The National Commission on Resources for Youth knew about tutoring studies conducted at the University of Michigan and Mobilization for Youth in New York City, studies that proved the effectiveness of utilizing tutoring (work) experience to motivate the students' own educational efforts. The Commission saw the need to demonstrate the feasibility and value of tutoring as a new job station for the In-school NYC. The outcomes of such an effort are the subject of this report.

C. Tutoring - A Job for "Underachievers"?

The concept of older children tutoring younger children is based on the simple realizations that:

- people learn when they teach,
- people create when their creations are needed and appreciated,
- people work better when their goals are visible, and
- people gain in self-respect when they are proud of their work.

Underachievers, in particular, take to tutoring. Whereas the demands of the regular schoolday overwhelm them to the point of accepting defeat, the intimacy and the feeling of genuine worth that comes from tutoring a younger child opens the way for real achievement. Tutoring becomes a source of needed motivation.

Often, educators are surprised at the positive results of Youth Tutoring Youth programs. They see the process of educating underachievers in a new light. Through the responsible role of tutoring, underachieving 14- and 15-year-olds can work successfully as tutors, developing the skills and interest necessary to teach younger children.

Furthermore and perhaps most surprising, tutors learn to learn as they learn to teach. Tutoring often sheds light on one's own weaknesses and gives evidence that such weaknesses can be overcome. In other words, the tutors, as well as the tutees, experience academic gains. It seems that the job of tutor - a helping role - brings new satisfaction and a sense of responsibility to teenagers estranged from school and society.

D. The Results of Change

Together, Neighborhood Youth Corps directors and school administrators can institute Youth Tutoring Youth programs for In-school enrollees who are 14 and 15 years old and who are working below their grade level in school. Reform first begins when a NYC director changes his job slots from menial tasks to tutoring, employment that will be important, challenging and fun. Reform is completed when a school administrator - welcoming the program into his system - sets up after-school or summer tutorial centers in which the tutors work.

Such a change within the In-school NYC program has several levels of impact.

First, because jobs are new and meaningful, enrollees (tutors) are affected. They become in-tune with the educational process, and in-tune with the work-habits required to handle responsibility independently as well as with the idea that a job can be self-satisfying and worth keeping.

Second, the tutees are affected. Of elementary school age, they are picked because they need tutoring. They are usually underachievers too. The tutees respond quickly and productively to their tutors. It is easy to see why. . . they like being taught by an older kid who is from the same neighborhood and who understands that school is hard.

Third, the communities in which tutorial centers exist are affected. Parents are involved; often they are invited to planning sessions, to parties and on field trips. Members of the community (as well as regular school teachers and older NYC enrollees) may serve as supervisors to local centers. As Dr. Albert J. Solnit, director of the Child Study Center at Yale University, wrote after he had visited the Washington, D.C., Youth Tutoring Youth program, "I do believe that this program, aside from the content it enables teaching and learning students to practice and acquire, has an organizing and morale-boosting influence on the school community."

Fourth, reform can have an effect on the school system as a whole. Schools have tried many ways to reach the child who is both financially disadvantaged and underachieving in school. However, rarely do schools attempt to devise paid work which is the stimulus for school achievement. Tutoring has not been used in a way in which an underachiever is the tutor. School personnel do not readily comprehend the significance of tutoring as work for disadvantaged youth. Usually teachers have to see it before they believe it. It is entirely possible that once educators do realize that tutoring is an effective device for discovering a student's potential, they will be able to improve their methods of reaching the likely drop-outs in their schools.

III. HISTORY OF THE DEMONSTRATION PROJECT

Pioneering Research: Pioneering research was done in 1963-65 by a University of Michigan team under the direction of Ronald Lippett. The findings indicated that student tutors improved simply because they were placed, often for the first time, in positions of trust and responsibility. And the teaching role itself developed their ability to learn. In addition, a study in New York City in 1966 by Mobilization for Youth showed that both teenage tutors and younger tutees improved in reading.

NCRY: In 1967 the National Commission on Resources for Youth (NCRY) linked the concept of Youth Tutoring Youth with its natural partner, the In-school Neighborhood Youth Corps. In the summer of that year, a "demonstration project" of Youth Tutoring Youth was undertaken in local schools in Philadelphia and Newark. In 1968 further project activities in the Philadelphia schools showed that the program could also be successful during the school year as well as in the summer.

A. The Summer Project (Phase I)

Two Pilot Programs: In the summer of 1967, the National Commission on Resources for Youth piloted a program that could serve as a model for uniting the Youth Tutoring Youth concept with the Neighborhood Youth Corps. In order to explore the feasibility and value of Youth Tutoring Youth for the NYC, the NCRY ran two experimental projects in cooperation with the public school systems of Newark and Philadelphia.

The overall objective of these projects was to assess the potential multiple benefits of this new type of Neighborhood Youth Corps program for In-school youth. The Commission, a catalyst for projects in the field of social, educational and cultural services for children, was a natural to pioneer the effort because, it felt, it might help in rechanneling existing Neighborhood Youth Corps programs.

The two projects, each with its own emphasis and difficulties, could have a part, the Commission staff felt, in undoing the effects of the students' previous educational experiences - and in simply keeping youngsters in school. As such, they would be a start in rethinking work experience and educational experience as a benefit for those still - but barely - in our schools.

Philadelphia and Newark Summer 1967:

Under subcontract to the Board of Education in Philadelphia and Newark, two hundred 14- and 15-year olds tutored elementary school children from disadvantaged neighborhoods. The tutors were young people who were eligible for Neighborhood Youth Corps by poverty standards for family income, who were not achieveing well in school, and who had fallen below grade level in reading. Tutors were nominated for the demonstration by their teachers and guidance personnel. Their tutees were also reading below grade level.

The tutors were paid $1.25 an hour for 22 hours of work each week - 16 hours were spent in tutoring and six hours in training. They were not compensated for another six hours each week which was spent in remedial work.

In Philadelphia, 120 tutors worked in groups of 20 at six school locations, each of which was supervised by a certified teacher and a young teacher-aide. These were 17- and 18-year olds, disadvantaged, but academically able people who had just graduated from high school.

In Newark the entire project was carried on at one school. The eighty tutors were divided into six groups, and each group of 15 worked under a tutor supervisor. The supervisors were mostly parents who belonged to "Crusade for Learning," a neighborhood group dedicated to improving the public schools. None had previous training or teaching experience. They proved to be excellent leaders.

The plan called for a ratio of four tutees for each tutor. In Philadelphia the project was oversubscribed, with 588 tutees enrolling. In Newark the original tutee enrollment was 180; it dropped to 90 at the time of the riots and the original enrollment was not regained. In both cities a certified teacher headed the program, and in Newark there was also an assistant supervising teacher.

Conclusions: The conclusions supported by the summer demonstration activities in Philadelphia and Newark were that:

1) Fourteen and fifteen year olds can profit from enrollment in an In-school work-experience program.

2) Tutoring is well suited to being a job station for In-school NYC enrollees (tutors maintain interest and participation - only 7 out of 200 tutors left the program and they did so because of illness, higher paying jobs and change of residence).

3) Tutors (and tutees) evidenced multiple benefits:

   . . . improved work habits

   . . . better literacy skills

   . . . increased vocational aspirations

   . . . new attitudes toward learning and school.

4) Community people can efficiently participate as paraprofessional staff.

(Full details of the summer project are described in the January 31, 1968 report, "Youth Tutoring Youth - It worked," by NCRY to the U.S. Department of Labor under Contract No. 42-7-001-34.)

B. Philadelphia Public School Program (Phase II)

The First After-School Program February 1968: As described in the preceding section, the initial base of knowledge needed to operate an effective Youth Tutoring Youth program was developed in the summer of 1967 in Newark and Philadelphia. However, more experience and information (such as - how would the program work during the regular school term) were needed before Youth Tutoring Youth methods and model could be manualized.

The members of the Philadelphia Board of Education were very much taken by the summer '67 project. They offered to finance much of a further demonstration program in the spring of 1968. Hence, an after-school program, the first of its kind for Youth Tutoring Youth, was established in February 1968 under subcontract to the school system. A summer program followed.

Innovations in Supervisory Personnel:

The Commission wanted to try-out some innovations in the type of persons who could supervise and run a Youth Tutoring Youth program. Because of these innovations and because the new program was run during the school year for the first time, the Commission expected to and did run into problems in getting program operations off the ground.

In the spring 1968 program, there were five tutoring centers and a total of 100 tutors. The tutors worked 9 hours a week for which they were paid $1.25 per hour and spent an additional hour each week on their own remedial work.

The team leaders ("supervisors") varied according to the innovation plans, from center to center. They had different backgrounds and experience. One was a male professional teacher with seven children of his own who had a knack for fostering communication and developing rapport with the tutors. Another team leader was a teacher's aide from the community, the wife of a respected minister. A member of the National Teacher Corps served as a team leader in a very poor, largely Spanish-speaking school The fourth team leader was a young woman who was a member of the Young Great Society, a community self-help group; she worked as a school aide during the day. The fifth team leader was a 17-year-old high school senior, an NYC enrollee who was calm, poised, and competent.

First Youth Tutoring Internship May 1968:

The problems of organizing the after-school program did not get settled until May 1968, when the first Youth Tutoring Youth internship was successfully held in Philadelphia. (For a complete account of the Philadelphia program, see Appendix A; for a description of the internship, see Appendix B.)

Philadelphia's Summer 1968 Program: In the summer of 1968, the City of Philadelphia assumed full responsibility for the program. NCRY's role shifted from conducting the program to providing support and technical assistance. Four centers were established, and 223 tutees and 74 tutors were involved. Pre-service and in-service training were conducted and seemed to account for the unusually creative tutoring activities undertaken (interviewing in the streets, trips, etc.).

Conclusions: In conclusion, the Philadelphia Public School program demonstrated that:

- the younger children, the "tutees," benefit from loosely structured learning activities undertaken with someone who is slightly older, and therefore, somewhat more knowledgeable than they are;
- the tutees' personal and social development are fostered because of receiving the concerted, daily attention of one person, their tutor;
- the tutors' academic skills improve as they work to improve these same skills in their tutees;
- the tutors' creativity is sparked and encouraged as they struggle to find new ways to engage their tutees' interest;
- the tutors develop an understanding of the teacher's role and some empathy for the difficulties she has to cope with everyday;
- once trust is given to the tutors, they develop responsibility;
- as the young people tutor, they learn how to learn;
- the tutors also can learn something about the responsibility of work;
- older In-school NYC enrollees and members of the community (as well as teachers) can serve as excellent supervisors.

(Full details of the Philadelphia Public School program are described in Appendix A.)

C. Demonstration to Implementation

Operations/ Demonstration Phase: As indicated in the table on page 14, Youth Tutoring Youth operations during 1967 and the first half of 1968 represent the operations-demonstration phase of the developmental work to build a program model worthy of nationwide replication by the In-school Neighborhood Youth Corps program.

Implementation/ Demonstration Phase: In the latter part of the operations-demonstration phase of the project, May 1968, NCRY was convinced that the program model was ready for pilot implementation by the In-school NYC. The Commission then set out to achieve the implementation-demonstration phase of the project to "show and teach" educators (school administrators, teachers, etc.) and local NYC officials the need, value and *modus operandi* of the Youth Tutoring Youth job station for the In-school NYC. This was accomplished by providing a one-week internship of "learning by doing" to those interested in seeing and finding out what Youth Tutoring Youth was all about.

The first internship program was held in Philadelphia from May 17 to 23, 1968; the second was held in Washington, D.C. from November 13 to 19, 1968. (Complete details of both internship programs are given in Appendices B and C.) The effectiveness of the internship programs is clearly reflected in the fact that many interns went home and proceeded to build the Youth Tutoring Youth model into their In-school NYC programs. *This was done without additional funds by eliminating undesirable job stations and replacing them with tutoring work* (rather than by the typical procedure of doing something new only when new additional funds are given to the program).

The implementation-demonstration phase of the project is also outlined in the table on page 14. The cities which replicated Youth Tutoring Youth following each internship program are shown.

Further details on the programs in each of these cities can be found in Section V, "Youth Tutoring Youth Spins Off."

HISTORY OF YOUTH TUTORING YOUTH

OPERATIONS-DEMONSTRATION PHASE I	SUMMER 1967	Demonstration summer projects in Newark and Philadelphia schools
	JANUARY 1968 - AUGUST 1968	Demonstration after-school and summer projects in Philadelphia schools
IMPLEMENTATION-DEMONSTRATION PHASE II	MAY 1968	First internship, Philadelphia (13 interns from 4 city school systems and 1 state education department)
	SUMMER 1968	Youth Tutoring Youth NYC summer programs in Philadelphia, Detroit, Washington, D.C., and Los Angeles
	SEPTEMBER 1968	In-school NYC programs in Philadelphia, Detroit, Washington, D.C., Los Angeles and San Mateo
	NOVEMBER 1968	Second Internship, Washington, D.C. (20 interns from 8 cities and a 20-county area in Kentucky)
	JANUARY 1969	After-school programs in Philadelphia, Pa.; Washington, D.C.; Detroit, Mich.; Los Angeles, Calif.; San Mateo, Calif.; Kansas City, Mo.; Atlanta, Ga.; Portland, Ore.; Duluth, Minn.; New Haven, Conn.; Cleveland, Ohio; Miami, Fla.; Paintsville, Ky. (Programs are committed for a later date in Wilmington, Dela. and Chatattesberg, Ky.)

IV. THE PROGRAM MODEL

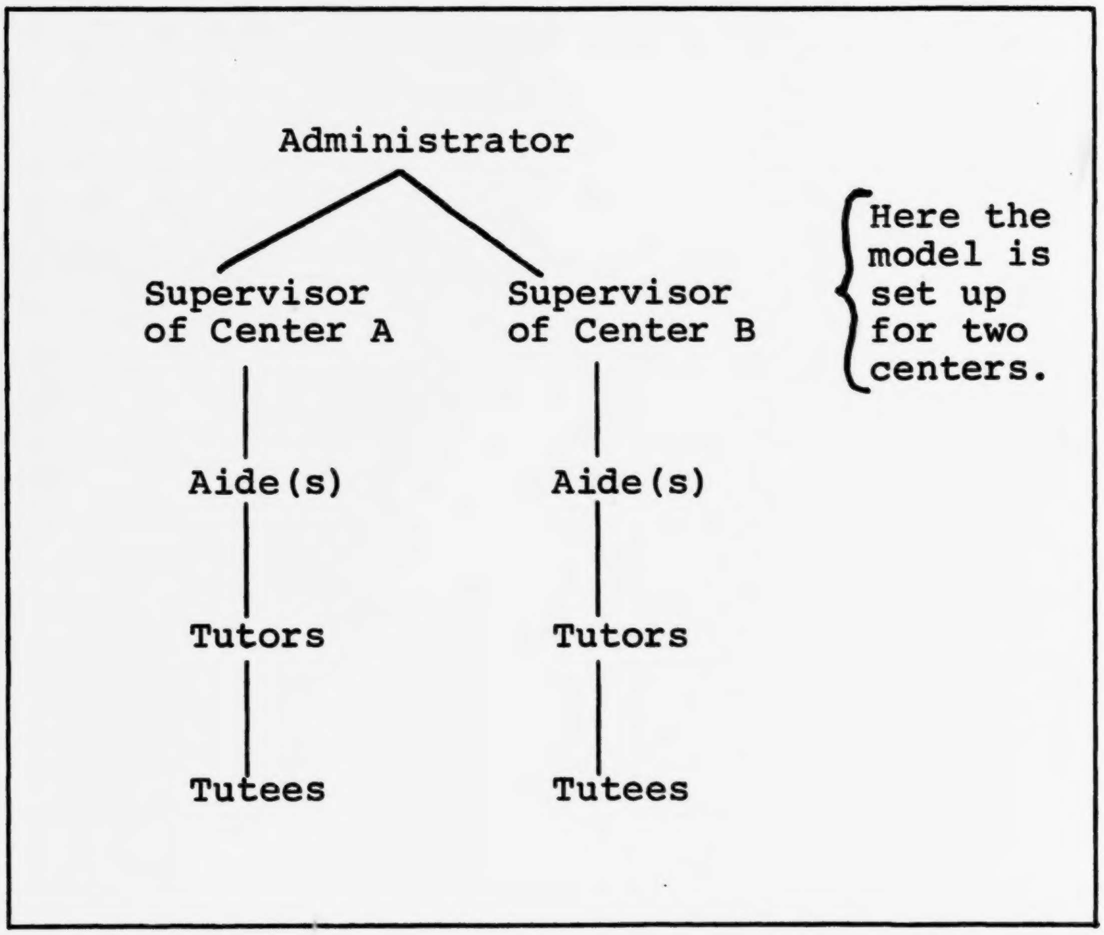
A. An Abstract of the Program

Goals:

1. Better work habits and ways to handle responsibility
2. Improved attitudes toward learning and school
3. Increased skills in reading and writing
4. More positive self-image and confidence

Operation: Each Youth Tutoring Youth program contains several centers located in various places (usually schools) throughout the city or area. The centers operate each weekday after school (during a school year program) or on a full-time basis (during a summer program). The chart below describes the most common way of organizing the people in the program.

Please note that in some programs, the administrator is referred to as the "director," and the supervisor is referred to as the "team leader."


Administrator
Supervisor of Center A
Supervisor of Center B
Aide(s)
Aide(s)
Tutors
Tutors
Tutees
Tutees

Here the model is set up for two centers.

People Involved:

TITLE	BACKGROUND/ EXPERIENCE	DUTIES	TRAINING
Administrator	Teacher, or Educational Administrator.	- Establish program in city or region; - Obtain funds; - Contact NYC for job stations; - Arrange for communication between supervisors, school personnel and parents; - Train supervisors to lead centers. - Assist training of tutors	By NCRY at internship, or by someone else familiar with Youth Tutoring Youth.
Supervisor	Teachers, community leaders, or older NYC In-school enrollees (all three kinds of supervisors have proved effective). Also Vista, Teacher Corps, College Work-Study Volunteers.	- Run a tutorial center; - Train tutors: pre-service and in-service; - Arrange for personal remediation for tutors. - Discuss progress of tutors and tutees with teachers and parents.	By administrator or by special trainer(s) chosen by the administrator.
Aide	Older In-school NYC member, or community member.	- Share duties with supervisor.	By administrator (usually trained along with supervisor).
Tutors	In-school, 14- and 15-year-old NYC enrollees underachieving in school.	- Tutor younger child(ren).	By supervisor.
Tutees	Elementary school children who are in need of tutoring	- Come to tutoring sessions.	By tutors (training = tutoring).

Materials and Methods for Tutoring: The tutors and tutees create and share their own plays, stories, newspapers, picture books, flash cards, puppets, language games, bulletin boards, and lesson plans. Only occasionally should commercial books and games be used, and then for supplementary purposes only. The emphasis is on personal involvement and creativity. Art supplies, cameras and tape recorders are frequently used to express what tutors and tutees feel and think. (For the story of how the Commission developed this philosophy about materials, see page 24.)

Pre-service Training: NCRY sponsors internships for educators from all parts of the country (See Appendices B and C). These workshops begin a chain of training that eventually reaches individual tutors. When the administrators return to their hometowns, they train (or arrange for the training of) the supervisors and aides for each tutorial center in their town. The supervisors and aides in turn train the tutors. Several tutorials have built highly successful pre-service and in-service training programs around the use of role-playing (which enables people to become more sensitive to their own and others' feelings) and workshops (where people learn by actually doing the things that they will need to know). In addition, school systems have provided experts in reading, audio-visual aides, etc. to help train Youth Tutoring Youth staff and tutors.

In-Service Training and Tutor Remediation: During the operation of the program, two blocks of time, about 2 to 4 hours each week (more during summer programs), are set aside for the tutors to use alone - that is, without their tutees. One session is for in-service training (a continuation of pre-service training), the other for tutor remediation. The latter is for the tutor to devote to his own interests and educational problems. Remedial work that relates to tutoring (such as writing a play) can be paid for.

Tutors' Wages: The tutoring work time should be the maximum allowable hours which can be paid for under a school's In-school NYC program (usually 8 hours). In addition, each enrollee/tutor must devote two hours each week for Tutor Remediation (See preceding paragraph) for which he is not paid. It is important for tutors to understand the value of both working for money and remediation for its own sake.

Funding Youth Tutoring Youth:

Using funds from various sources, Youth Tutoring Youth can operate in most school systems. What is often necessary is a little creativity in finding the right sources.

Tutors' wages are paid through the job slots of a local In-school Neighborhood Youth Corps program.

> Schools may request regional offices of the Labor Department to increase the number of allowable job slots for 14- and 15-year-olds through a concommitant decrease in slots for youth 16 years and older. Such a change requires no additional funds.
>
> In addition, janitorial-type job slots can be changed to tutoring job slots. Such a change requires no additional funds.

Other expenditures are usually paid for out of sources other than In-school Neighborhood Youth Corps. For example, supervisors' wages might be found in:

1) a school's budget for after-school activities;
2) ESEA (Elementary and Secondary Education Act, 1964) Title I Funds;
3) VISTA, OEO or College Work Study programs, or in the National Teachers Corps, if members of these groups were chosen as supervisors;
4) the In-school Neighborhood Youth Corps funds, if an over-16-year-old serves as supervisor. Usually, aides are provided from this source also.

The program does not need a great amount of expensive materials. Often the school system can provide what is needed. ESEA Title I funds can also be tapped.

B. "How To Do It" Materials

During 1968 a large portion of NCRY's energies were devoted to the development of materials by which people could be assisted in the initiation and operation of Youth Tutoring programs. The Commission wants each program to function independently and creatively while still maintaining an awareness of what has been learned in other centers. NCRY has, therefore, tried to create materials which allow for individual freedom at the same time that they present the model and interject advice based on experience.

The main focus of materials development took two forms: 1) manuals, and 2) films. Three manuals - one for administrators, one for supervisors, and one for tutors - have been developed. The films (a 20-minute documentary, a 15-minute capsule, and 14 short film clips) are completed and have been effective as a means for public information and training.

Administrator's Memo - Youth Tutoring Youth

A 19-page manual written for the program administrator who initially establishes the program in his city or region. The manual covers such topics as:

- . . . a description of the program,
- . . . obtaining funds,
- . . . contacting Neighborhood Youth Corps In-school program for job slots and enrollees,
- . . . selling the concept of underachievers as tutors,
- . . . selecting program sites,
- . . . recruiting tutors and tutees,
- . . . selecting and training staff,
- . . . obtaining materials and supplies,
- . . . operating the program,
- . . . keeping track of legal matters,
- . . . involving the community, and
- . . . maintaining good public relations.

Supervisor's Manual - Youth Tutoring Youth

A 64-page manual written for the person who directly supervises a tutorial center. This person may be a teacher, a community leader, an older NYC enrollee, a member of VISTA, Teachers Corps, or a Work-Study program. (Each type has proven successful in leadership roles.) The Supervisor's Manual is also intended for the aide(s) to the supervisor. Throughout the booklet are photographs of tutoring in action.

The first twelve pages are devoted to discussions of: Youth Tutoring Youth, the history of the program, The National Commission on Resources for Youth, goals and organization of Youth Tutoring Youth, location of center, information on staff and Youth positions, recruiting tutors and tutees, pairing tutors with tutees, collecting data, funds and other money matters, materials and methods for tutoring, pre-service training for tutors, in-service training, tutor remediation, parent and community involvement, and testing and evaluation.

Most of the manual is devoted to seven resource chapters which contain concrete information and operational suggestions concerning:

. . . materials developed by NCRY for selling and training,

. . . recruitment,

. . . role-playing, an approach to tutor training,

. . . workshops for tutor training (There are seven of these, each about a different aspect of tutoring),

. . . tutor remediation,

. . . testing and evaluation,

. . . commercial materials (an extensive list of art materials, reference books, games, workbooks, reading materials, and books for the tutors and tutees). In most cases, prices of materials and addresses of publishers are given.

__You're the Tutor__ (tutors' manual)

A 70-page manual addressed directly to tutors. The design is largely visual so that tutors of all reading levels will be able to comprehend the essence of tutoring, often a difficult concept to explain in words. The booklet is divided into three sections, as follows:

"How Should I Act?"

. . . stimulates tutors to think about the importance of their relationship to their tutees,

. . . consists of a series of pictures of tutors and tutees involved with one another and with materials.

"What Should I Do?"

. . . stimulates tutors to think about the legitimacy and importance of tutor-made materials,

. . . consists of pictures that show various tutoring activities - reading, drawing, playing games, acting with puppets, going on trips, writing about experiences, using cameras, interviewing with tape recorders, etc.

"What About Planning?"

. . . stimulates tutors to think about the necessity of planning,

. . . consists of pictures that show sample lesson plans and log books done by real tutors.

__Youth Tutors Youth__ (film)

A 20-minute documentary based on the 1968 Youth Tutoring Youth summer program in Philadelphia. __Youth Tutors Youth__ is of particular interest because it was produced entirely by young people. Two Brandeis University students created the film as part of their course work. The University provided assistance and equipment; the Commission agreed to supply funds for purchase of the raw film and to pay travel expenses. The film is intended to sell the concept of Youth Tutoring Youth to school administrators, NYC administrators, community leaders and anyone else who might be able to set up a similar program using NYC tutors and younger tutees.

The presentation is moving. Sensitive shots show kids tutoring, young supervisors helping each other, and supportive adults giving the right kind of guidance. The narration is spoken by an 18-year-old girl who was the supervisor at one of the centers. She chats informally about her relationship to the program and provides enough description for a simple understanding of the way Youth Tutoring Youth operates.

15-minute Xicom Training Film

A 15-minute film that includes several tutoring sequences and several supervisory sequences. The film, designed for training purposes, was prepared at the Xicom Laboratories in Tuxedo, N.Y. during the 1967 summer pilot projects in Philadelphia and Newark. Tutors, tutees, supervisors and aides - a few of each - were transported away from their projects to the laboratories. The trip over-excited them, making it impossible for some to relax during the shooting of tutoring scenes. The results, however, though awkward and self-conscious, turned out to be fortuitous in the light of their use in training sessions. Seeing another tutor make a mistake or act nervously in the film allays anxiety for beginning tutors as well as stimulating them to talk about ways in which they would improve the tutoring they see in the film.

Xicom Film Clips

14 short (1 to 4 minutes) film clips were made from the footage shot during the day at Xicom. (More clips of this nature will be made from the excess Brandeis footage also.) Each capsule illustrates a different tutoring or supervising activity. They are designed specifically for the Mark IV projector, a TV-like machine which enables the user to stop the movie sequence at any given point. The obvious benefit of capsules used in such a projector is in training. Since the film can be stopped for questions, discussion can take place practically simultaneously with the film. In short, the capsules are well suited for an analytic, in-depth study of tutoring and supervising styles. They have already been used in Philadelphia and Washington, D.C.

C. Program Precepts

As a result of its field work and assistance, NCRY has been able to learn from the mistakes of others. The following precepts are intended to help existing and new programs.

1. Contact with sympathetic principals and guidance counselors is essential.

   Since the concept of underachievers helping underachievers is innovative, principals and guidance counselors must be taught (shown, if possible) that it is possible.

   The principal of a school in one city refused to refer underachievers as tutors because he felt they would "misrepresent their school." Unfortunately, he envisioned the program as a reward for "good" students. On the other hand, a sympathetic counselor at another school not only referred tutors who were underachieving but also carefully screened children to discern those that needed the work experience the most. He followed the program through by observing it in action, by advising those tutors with tutoring problems, and by informing teachers in the school of the tutors' progress.

2. Youth Tutoring Youth programs should not have a classroom atmosphere, nor should they have a playground atmosphere.

   When asked to advise the program, some reading experts have tended to inhibit tutors, imposing rigid traditional standards upon them. They have understood (mistakenly) that Youth Tutoring Youth is merely an extension of regular school work.

   Other people have damaged the program by viewing it in the opposite extreme. Youth Tutoring Youth is a place for play involving older and younger kids, they seem to think.

   Neither of the above cases represents a program that benefits youth. Somewhere in between the two extremes lies Youth Tutoring Youth, a program that combines the pleasures of personal responsibility and creativity with the seriousness of real work.

3. Continuity between programs is important.

Unfortunately, program directors in some cities have changed frequently, thus making continuity between summer and fall programs difficult.

In one city trained tutors were inexplicably dropped. In one program 13-year-olds were accepted, and then dropped for the summer program because they weren't 14. Some supervisors have been trained and then let go without explanation as a new program administrator took the reins.

4. The administrator of each program should have an assistant.

The administrator's work (making out payroll, attending meetings, conducting or arranging for training) is often too much for one person. Either the administrator should delegate some of these responsibilities to his supervisors or he should have access to an assistant, a secretary or an aide.

It is very important that the paperwork generated by Youth Tutoring Youth programs be kept up to date. Paychecks especially should be delivered on time, if morale in the program is to be sustained.

5. A petty cash fund for snacks and last minute essentials should be set up for each program.

Young children must have some nourishment after a full day of activity. A fund to pay for snacks must be consistently replenished and made available to the administrator and supervisor.

6. Programs must expand - reform must continue.

Some programs stop growing. The amount of job slots allotted to tutoring remains the same and janitorial job stations continue to exist.

7. Tutor-made materials are more effective than commercial materials, which should only be used to supplement original ones.

The process by which NCRY came to the above conclusion is an interesting story.

When the first demonstration projects began in the summer of 1967, a large effort was made to provide the tutors with good commercial materials, those books and games that were relevant to young people in the ghettos of Newark and Philadelphia.

In spite of all the efforts made, it was simply impossible for all the books to arrive on time. Supervisors and tutors alike were forced, as a result of the delay, to draw on their own resources during the first two weeks of the program . . . to make their own materials out of scrap material, to operate on a shoestring, to keep the program moving until materials arrived.

And . . . it was during these first two weeks that NCRY first began to realize that commercial books really weren't all that necessary, that programs could go on without elaborate games and books, that kids and supervisors had it in them to create something from nothing, and that there was a distinct vitality and significance in original materials. The act of creating materials is a work-experience in itself that elicits a youth's motivation to learn, cooperate and handle responsibility.

In other Youth Tutoring Youth programs established since that first summer, tutors have made their own games, stories and teaching devices, demonstrating again and again that commercially prepared materials should only be used for supplementary purposes.

Examples of some home-made materials are:

> A sturdy paper tree with branches upon which word cards can be hung. The words spell out the things seen during a walk in the park or the items identified in the classroom.
>
> A wheel game which exposes a series of pictures, one at a time, and a clock hand with which children can point to the first letter of the object pictured (TV set, car).
>
> Flashcards, made of colored construction paper, illustrated with lively pictures and words or letters of the alphabet, form the basis of a popular game.

Given the right kind of environment, a tutor can create teaching devices like the above, which will be more relevant to his tutee's interests than most textbooks could ever be. By having stimulating source books such as You're the Tutor (See p.21) and those listed in the Supervisor's Manual, a tutor can easily start right in making his own materials. Not only does his tutee respond to a game created especially for him, but the tutor himself has a chance to use his own initiative. Furthermore, in grappling with the problem of how to teach something, the tutor inevitably learns himself.

It should not be inferred that the Commission discourages the use of commercial materials for tutoring. Such is not the case. NCRY feels, however, that everyone involved in Youth Tutoring Youth should understand that commercial materials are only a supplement to original materials. In the Supervisor's Manual published by NCRY a long list of commercial materials, recommended for their relevancy to urban youth, is presented.

8. The program administrator and supervisors should cooperate to set up a systematic record for each tutor and tutee.

In order to facilitate communication between Youth Tutoring Youth programs and the schools attended by the tutors and tutees, records for all youth involved should be carefully kept. These records should be shared regularly with school principals, guidance counselors and teachers.

In each person's file, there should be 1) test scores, 2) anecdotal information written at frequent intervals by the supervisor and aide (as well as by the person's school teachers and guidance counselors) and 3) samples of the tutor's (tutee's) own work.

9. Communication must exist on all levels of operation.

The tutors and tutees must communicate with each other.

The supervisors and aides must be able to understand the tutors and tutees.

A system for communication should be set up to facilitate feedback between the supervisors and the school personnel - principals, teachers, and guidance counselors.

The supervisors and aides should keep in touch with the parents of the tutors and tutees.

The program administrator must be sensitive to communication tie-ups on all levels so that he can untangle them immediately.

V. YOUTH TUTORING YOUTH SPINS OFF

A. NCRY's Strategy

May 1968 marked a turning point in the operations of the Commission. Prior to that date, NCRY's efforts focused on demonstrating how Youth Tutoring Youth programs work (Operations -demonstration phase). Since that date, energies have been turned toward showing how the program can be brought to In-school Neighborhood Youth Corps across the country (Implementation-demonstration phase). (See Section III for a concise history of Youth Tutoring Youth.)

NCRY has developed a special strategy for implementation, a strategy based on three key concepts - commitment, internships, and technical assistance.

Commitment: It is important that commitment - a commitment of strength - be first. In other words, before training people to set up Youth Tutoring Youth programs in any one particular city, NCRY sells the program on the state and city superintendent levels. Once enthusiasm is engendered, the Commission obtains a firm promise from these powers that a team of three will be sent to a training internship sponsored by NCRY, that the program will actually and quickly be put into operation when the team returns home, and that future internships may be held in the city. (It is for the latter reason that NCRY has made a point of contacting cities throughout the country.)

This strategy of starting where the strength is, is based on the realization that too often school personnel attend meetings, enjoy them, go home - and nothing happens. The Commission tries to insure implementation before training begins.

Internships: Further strategy involves the careful choice of three persons from each city to attend the internships. One is a school administrator who would be likely to have over-all responsibility for the program; the second is a staff member from (preferably the director of) the Neighborhood Youth Corps' In-school program, and the third is a teacher, older NYC enrollee, or a community person who might possibly supervise a tutorial center. These three provide reinforcement for each other. If one becomes disenchanted, another can bring enthusiasm and strength. Also, because of the various positions that they hold, they can team together effectively to implement the program back home.

The internship, a training period of a week or less, is action-oriented. It occurs where a Youth Tutoring Youth program already exists and can provide a natural laboratory. The participants visit centers in operation and discuss what they see in a workshop setting. (For more information on the two internships held in 1968, see Appendices B and C.)

Technical Assistance:

Technical assistance is provided to new and existing programs by the National Commission on Resources for Youth. The assistance, described more fully in Section VII, includes the internships, materials (manuals and films) for promotion, and operating the program as well as for training purposes, implementation advice and on-site and other operational assistance.

NCRY's Special Strengths:

The position of the Commission gives it special capability in securing commitments. The Board members (See list in Appendix D) are a group of educators, social scientists and businessmen with vast professional connections across the country.

Because they are concerned about the nature of the growing-up process and the problems of educating and employing young people, they give of their time and offices to help Youth Tutoring Youth. In each city school system where NCRY has moved to implement a program, members of the Commission were able to secure strong backing for it from some power in the community, such as a school board member who took it to the superintendent, or from the superintendent himself, who in many cases turned out to be a person with whom a board member had previously worked. Several members of the Commission are part of the Board of Trustees of the National Committee for the Support of the Public Schools - an agency made up of citizens in the fifty states (legislators, school board members, but no professional educators) who work to improve public school education in their states. The "state representatives" of this agency have been of great assistance to NCRY in paving the way for the establishment of Youth Tutoring Youth programs. The Committee Newsletter has carried a story on the NCRY Youth Tutoring Youth demonstration, and the result has been a steady stream of inquiries and requests for advice and materials.

B. 1968: NCRY Reaches 13 New Cities, 2 New Schools Operating Under Community Controlled School Boards, and 1 Rural Area

Operating in 1968 the Commission used its already formulated strategy to implement new Youth Tutoring Youth programs across the country. In addition to the original demonstration projects in Newark and Philadelphia, NCRY has brought the program to Washington, D.C.; Detroit, Mich.; Kansas City, Mo.; Wilmington, Dela.; Duluth, Minn.; Portland, Ore.; Atlanta, Ga.; Adams Morgan School (a community controlled school in Washington, D.C.); I.S. 201 (a community controlled school in New York City); Eastern Kentucky Educational Development Corporation; Cleveland, Ohio; New Haven, Conn.; Miami, Fla.; Los Angeles, Calif.; and San Mateo, Calif.

Implementation is a different story in each place. Below and on the next few pages are the accounts of NCRY's efforts.

Atlanta, Georgia

In December 1968 Atlanta initiated a Youth Tutoring Youth program and is training an aide and 11 tutors to work with 30 tutees. The coordinator told NCRY that once this pilot project is secured, it will "expand rapidly."

Cleveland, Ohio

Cleveland immediately implemented Youth Tutoring Youth in January 1968 as part of an experimental program it is operating for fatherless welfare boys from one elementary school. Ten tutorial slots were moved into the program as a pilot, and a proposal for 30-60 tutors to work with 60 to 120 tutees in four more centers starting late in January 1969 awaits approval (as of the writing of this report). Cleveland is using NCRY's model and is redistributing both the job slots and funds from other sources - ESEA Title I and foundations - to do this. This is good evidence of their commitment.

Detroit, Michigan

A full day summer program was instituted in Detroit at the beginning of the summer semester 1968. It ran for six weeks and involved 80 tutors operating in 8 junior high schools. The supervisors were professional teachers and were assisted by community persons.

Originally, the program had been planned as a NYC program. Just prior to its start, the Urban Coalition of Detroit gave the Detroit Public School System funds to be used during the summer. The Coalition was so impressed with the tutoring program that they wanted to participate and provide funds to pay the tutors' salaries, as well as the supervisors' wages.

In the fall of 1968 the program was reinitiated as a NYC component. It now operates for 56 tutors in 4 junior high schools and 3 high schools as an after-school program. The supervisors are primarily community volunteers who have had some school experience as teacher aides. One high school teacher is also a supervisor.

The only real problem in the Detroit program has been the inability to recruit boys to tutoring. For some reason, boys do not feel confident enough to tutor younger children and would prefer to take clerical jobs. NCRY will try to assist in changing this point of view.

Duluth, Minnesota

The Duluth interns returned to plan immediate in-service training of tutors. Their tutor-tutee program began on January 3, 1969, in two elementary schools in the Model Schools area. It will increase at the beginning of the summer semester to 4-6 schools, involving 20 tutors. Duluth has chosen to put a paraprofessional aide assisted by an older NYC enrollee in charge of each center. Eighth and ninth grade NYC enrollees serve as tutors, five in each center.

It is important to realize that Duluth's In-school program has only 52 job slots. Twelve of these have been diverted to Youth Tutoring Youth. Such a high percentage indicates a strong commitment for reform of the In-school NYC program.

Kansas City, Missouri

The Kansas City program was not initiated during the summer of 1968. Approval for employment of 14- and 15-year-olds did not come until mid-July and then it depended on the intercession of the NYC director. Unfortunately, the planning of the program came at a time when the school bureaucracy was undergoing a change of personnel. The person who was trained to be the program's director was assigned to another job. When the school semester began in the fall, the In-school NYC program was allotted only 125 slots. Fifteen of these were designated for a pilot YTY program in the West Junior High School, which is contiguous to an elementary school. These 15 are working with 30 tutees. Although it has Negro and Caucasian students, the West Junior High School area primarily serves the Mexican-American population of Kansas City. The principal of this school was one of the Philadelphia interns.

The city's school system has resisted certain of the criteria demanded by NCRY for the program. Distrust comes primarily from personnel who feel strongly that good students and achievers should be rewarded first, and that with the limited number of NYC slots (tapping no more than 1% of the high school population) there are not sufficient slots for underachievers. NCRY has worked hard to overcome these feelings and feels that the pilot program which began in January 1969 is a step forward.

The program will need much professional assistance in the future.

Miami, Florida

In Dade County Youth Tutoring Youth found supervisors in an incentive program which the County had built up as part of a major effort in the junior colleges to secure teachers for the Dade County system. In the past the program has given work-study junior college students with J.F. Kennedy scholarships the opportunity to spend part of their day teaching in the Dade County schools. As of January 1969 the JFK students are given a further opportunity - that of acting as "consultants" to tutors in a new Youth Tutoring Youth program. The new program now operates in one school, involving 10 JFK students, 20 NYC In-school enrollees, and 30 tutees. The program director reported the success of the program by noting that after the program was in operation for only one month, waiting lists for tutors and tutees had already been started. He also said that one additional JFK leader was positioned in the school for all-day tutoring sessions on Tuesdays and Thursdays. He added that "enthusiasm on the part of everyone connected has filled the void created by lack of adequate materials and operating funds."

New Haven, Connecticut

Interesting developments in New Haven since the November 1968 internship reveal another way for Youth Tutoring Youth to become established in a city. As plans were being made to initiate a program along the usual lines, the Black Educators, a coalition of concerned Negro teachers interested in working with the New Haven School System in developing supplementary educational programs for inner-city children, heard about the program and wanted to become involved. They wanted to start the Youth Tutoring Youth program of NCRY. They secured funds from the New Haven Foundation to pay wages for supervisors and 30 tutors. Fifty job slots were assigned by the In-school NYC director. On January 20, 1969 training for the tutors began. Eight centers are being established in elementary schools and will be supervised by community aides who have been trained by the Black Educators.

Los Angeles, California

In Los Angeles a particular reading method called "formula phonics" has taken hold, particularly with the Mexican-Americans. This method can be taught to teachers and paraprofessionals in 14 hours. Up to now those who have learned to use it have been school volunteers. Through the efforts of the NYC director, who capitalized on the need for more and more teachers, the director of the reading program enlisted 200 NYC enrollees in the summer of 1968. Those involved worked in groups of 5, containing 4 tutors from NYC (2 underachievers and 2 reading at grade level) and 1 college student or volunteer.

The NYC director also encouraged the Crenshaw Youth Association which operates a youth program in the Crenshaw area of Los Angeles, to initiate a similar program involving 100 NYC In-school enrollees. The 14 hours of training were provided in three 4-hour sessions. Tutoring centers focused on reading, using only this method. A group of 5 tutors work with 5 tutees. The Director's program was designed primarily to increase reading for the tutees over the 18 sessions allotted them during the 6 weeks operation of the program. The Crenshaw Research division found that over this period the tutors achieved an average of 8 months improvement in their reading achievement; the tutees show an average of 1 year's improvement.

While this program is far from a Youth Tutoring Youth program (in the sense that NYC advocates it), it shows how NYC enrollees can be used to fill a special need within an educational program. Much professional assistance will have to be provided by NCRY before a Los Angeles In-school NYC Youth Tutoring Youth program can be said to exist. The Commission plans to provide such aid during the coming months by bringing the LA group to the next internship, which will probably be held on the West Coast. Eventually, when LA operates a full program, it can be a source for training in the Southwest. Thus far NCRY has not moved in the Southwest where the Mexican-American is the majority in the inner-city schools.

Philadelphia, Pennsylvania

In the fall semester of 1968, the Philadelphia Youth Tutoring Youth program continued to operate as an after-school program. The centers ran from 3:30 until 5:30 p.m. in four elementary school sites. A new project director was appointed to replace the previous director, who accepted a position with the Model Cities program. The new director is an experienced teacher with specialized skills in teaching reading. In the summer of 1968 she conducted the R.E.A.D. program for Black Coalition, a group of black professionals in Philadelphia. The new director appointed and trained the four new center leaders. These leaders are: 1) a trained elementary school teacher, 2) a gifted older NYC enrollee, 3) a community person, and 4) a community person who has been trained as a teacher aide by the Board of Education.

The director found her job so time-consuming that mid-way through the semester a secretary was hired to assist her with pay-roll. Problems resulting from staff turnover and inadequate in-service training still exist and are being ironed out. The project director says that if she were to do it over again, she would put one center into operation first and use it as an observation and active training center for the other supervisors. This way they would have more than just a verbal orientation to the workings and problems of day-to-day center operations.

Aside from the problems, several exciting projects have evolved. The director has arranged for intervisitation of tutors between centers to help stimulate them and give them new ideas. At one center a display of tutor-made materials is being set up to give tutors and team-leaders new tutoring ideas.

Portland, Oregon

Because Portland was and still is in the process of securing a new superintendent, a strong commitment was difficult to get prior to the November internship. However, the principal of one of the schools in the inner-city area stated that he would commit 10 of the 22 slots allotted to him for a Youth Tutoring Youth program. He will try to secure an additional 35 to 40 slots in other parts of the city. At the date of this writing, the program has been initiated in his school with NYC enrollees working with volunteers in a previously established tutoring program.

The In-school NYC coordinator is now attempting to establish another Youth Tutoring Youth center in an elementary school in a depressed area. He also plans to operate a summer program in 1969 with 20 to 30 NYC enrollees operating under a center leader who is an older NYC enrollee. The leader will be assisted by 2 In-school NYC enrollees who have been successful in their previous assignments. Their jobs, in other words, are rewards for accomplishment in previous jobs.

San Mateo, California

The former superintendent of the San Mateo County School District, now the Associate Commissioner of the U.S. Office of Education, has always been a strong supporter of a student service curriculum. He has for many years operated Homework Study Centers in the evening. When viewing these, the NCRY director suggested that the superintendent use a study center as a job station for underachieving NYC enrollees. Consequently, eight NYC tutors started in February 1968. By the end of the sessions there were 15. The superintendent now has only a small NYC enrollment but is convinced that they make ideal tutors and that they are readily accepted as such in the study centers where volunteers from this very affluent community and vocational work-study students are tutors in an inner-city school.

Washington, D.C.

To the Philadelphia internship NCRY brought trainees from Washington, D.C. with the definite plan that if they succeeded in developing a model program, NCRY could get great visibility for the Youth Tutoring Youth program by having it in the nation's capital. They became completely sold on the program during the internship. They and others said constantly, "Why haven't others shown us before a model we can use?" The Washington interns had their program well planned before the last day of the internship. After clearing it with their superintendent, they began to implement it immediately. This meant that already assigned job stations had to be canceled out in favor of the Youth Tutoring Youth program. It was placed under the general supervision of the Department of Pupil Personnel Services of the D.C. public schools and was concentrated in the Title I schools (ESEA Title I, 1964). Thus, to become part of the program, a tutor or tutee had to be from a Title I school. He had to be reading two or more years behind his grade and with marginal behavior problems as determined by the schools, or with emotional or other problems that designated him as a person needing special care.

A summer program began with 200 enrollees operating in groups of 15 in 7 centers with 400 tutees participating. A certified teacher was in charge of each center. An interesting occurrence took place in one particular center that taught Washington administrators more about the value of paraprofessionals. When one of the teachers had to leave, her aide took over and ran the program very successfully. The experience convinced the school department to change their fall program by putting more aides and older NYC enrollees into the supervisory positions.

In September 1968 ten centers opened with 111 enrollees and 200 tutees. The supporting clinic component of the Title I

Pupil Personnel team is in the process of evaluating the effectiveness of this program. For this purpose, special evaluation measures have been designed for the particular population served.

The fact that the Washington, D.C. program began quickly and grew in strength right from the beginning proves that once the right people are sold on Youth Tutoring Youth, they can hurdle any obstacles that might prevent immediate implementation. (For more information on the Washington, D.C. program, see Appendix C.)

And the Washington, D.C. program did obtain national visibility. NCRY held its second internship there; the Ocean Hill-Brownsville decentralized Board of Education in New York City came to visit; CBS observed and filmed the program for one of its newscasts so that the whole nation could see.

Wilmington, Delaware

The Wilmington program got caught in a bureaucratic snafu in the summer of 1968. The In-school NYC District Director decided to forego participation in the summer program due to 1) variance of hourly rates ($1.25 for one group and $1.40 for another), and 2) lateness in starting the program (permission to employ 140 15-year-olds came from the Regional Office in mid-July). Another difficulty was the result of a change in superintendents at the end of a school year. NCRY is now working with the new superintendent and with the chairman of the Board of Education, who requested that Wilmington be included in the training program. NCRY has been assured by the new superintendent that a program will be started upon securing permission from the Regional Office to change job stations.

Adams Morgan Community School, Washington, D.C.

The Adams Morgan Community School, a decentralized school with its own governing board, in Washington, D.C. is interested in instituting a Youth Tutoring Youth program. At the internship NCRY welcomed two members of the community who will be the administrator and the supervisor of the program. They are planning the program in cooperation with their community and the Neighborhood Youth Corps. It has not yet started.

I.S. 201, New York City

Intermediate School 201 in New York City is located in a school district that has been decentralized and is operating as an experiment of the Ford Foundation's decentralization program. NCRY asked the NYC director in New York City what he planned to do should the decentralization plan be widely accepted. He told NCRY that he was ready to contract with the decentralization boards that were ready to pick up NYC slots.

He added that he has a surplus because the school strike delayed the initiation of the program in fall '68. NCRY invited one person to the November internship. She was very enthused and brought her supervisors to Washington, D.C. to observe the program during the internship. NCRY will give professional assistance in getting slots from the city either through a separate contract or by getting slots reassigned. At the moment, New York's decentralization plans are in turmoil and the Commission feels that it is best to wait before initiating the program.

Eastern Kentucky Educational Development Corporation (EKEDC)

EKEDC was established in order to get innovative ideas to Appalachia. EKEDC covers a 20 county area that includes over 35 separate public school systems. The program coordinator, an intern in November 1968, is enthused about Youth Tutoring Youth and has reported that he is immediately planning a training session. He plans to start in four counties first. Once these four are trained and have programs in operation, the other 16 counties will probably follow suit. Apparently, that's been the pattern with all the innovations he has put through. He relies on NCRY's professional assistance. To meet his training needs, NCRY arranged for one of the Youth Tutoring Youth staff of the D.C. program to go to Kentucky.

The EKEDC Director reports that a small program is operating in Paintsville, Kentucky, and plans for a summer program have been finalized for 20 enrollees in Chatlattesberg, Kentucky. This community wants to start a year round program but has no In-school job slots.

VI. MEASURING THE SUCCESS OF YOUTH TUTORING YOUTH

A. Evaluation - The State of the Art

Since the opening of the first Youth Tutoring Youth demonstration project in 1967, NCRY has become increasingly aware of the problems inherent in the evaluation of a social action program . . . particularly a program for which the primary goal is behavioral change. Research designs for past programs have tended to center around the factors which could be most easily isolated and strictly measured. Researchers, in evaluating Youth Tutoring Youth programs, tended to concern themselves with grade change, absentee rates, and reading scores because these were the factors which were easiest to control and measure. Their findings provided little meaningful evaluation of YTY's primary goals of improving a tutor's sense of responsibility, his work habits, and his attitude toward himself and learning. Existing attitudinal tests have proved to be inappropriate for the NYC population involved in the program as well as useless in measuring the specific behavioral change which NCRY hoped Youth Tutoring Youth would foster.

In his book Evaluative Research, Dr. Edward Suchman has emphasized that the problem is shared by all community action programs in operation today. Research designs for such programs tend to alternate between two extremes: 1) a highly academic, narrowly conceived scheme which is impossible as well as impractical to administer, and 2) a highly subjective "everybody is happy" justification which has little scientific validity. As Dr. Suchman states:

> A great deal of confusion and acrimonious debate exists in the field of evaluative research today because of the failure to recognize that scientific adequacy is a matter of degree and that decisions about the rigorousness of an evaluation study must represent a compromise between scientific requirements and administrative needs and resources. . . . As one moves from the theoretical study to the evaluative study, the number of variables over which one has control decreases appreciably, while the number of contingent factors increases. These contingencies which surround any evaluative research project are an inherent aspect of the required specificity of the evaluation process and provide

> a major source of criticism for 'basic' researchers accustomed to more rigid controls of extraneous factors.[1]

NCRY's struggle to find a means of evaluating factors less adaptable to easy measurement is a reflection of the tension that exists between basic and applied research. It seemed that other kinds of evidence should be acceptable as evaluation even though they cannot be subjected to the strictest of controls. Dr. Suchman legitimizes an acceptance of broader kinds of evidence when he proposes his own model for evaluative research.

> The prospective or longitudinal panel design comes closest to satisfying the methodological requirements of the experimental model and offers the greatest promise for evaluative research. This is largely because evaluation over time provides a technique for making 'before' and 'after' measurements and for placing the independent, intervening, and dependent variables in proper sequence. However, evaluative research can and should utilize the ex-post-facto survey design and the clinical case study method, although the same limitations of interpretation and 'proof' prevail as for nonevaluative research.[2]

Few realistic and yet scientific evaluative designs are now in application. In order to delve more thoroughly into this problem of setting up research designs applicable to social action programs, NCRY is planning a conference in the spring of 1969 with authorities in the fields of research and testing. The conference will be designed not to merely mull over the problems inherent in existing research methodology but rather to focus on a specific task, the development of a broader and more relevant research design for the Youth Tutoring Youth program. This design along with the data evolving from the conference will hopefully promote more effective evaluation of other social action programs.

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[1] Dr. Edward A. Suchman, Evaluative Research (Russell Sage Foundation, New York, 1967), pp. 82 and 76.

[2] Suchman, p. 175.

B. Evaluation - Defining the Goals

Having discussed the problems of obtaining a meaningful evaluation of Youth Tutoring Youth, NCRY now wishes to explain the goals of the program and then, in part C, to present a sample of evaluatory evidence that shows in a subjective way how the goals are being reached.

Program evaluation can be defined as the measurement of success in reaching a stated objective. The objectives of the Youth Tutoring Youth program, as stated earlier in this report, are:

1) to promote better work habits and ways to handle responsibility,
2) to improve attitudes toward learning and school,
3) to foster a more positive self-image, and
4) to increase skills in reading and writing.

These goals do not share equal priority. The primary goals that NCRY envisions for its YTY programs involve behavioral change. Basically YTY was set up to give tutors a sense of potency . . . to foster a sense of personal effectiveness through a work experience . . . to give meaningful job responsibilities through the task of tutoring.

Tutoring was envisioned as a task which would encourage greater initiative with more opportunity for meaningful decision-making than the more menial job stations available within NYC. The program was created around this basic concept. Tutors were encouraged to create their own materials, to design their own lesson plans, to follow their own instincts in creating an individualized program for their tutees. Adults were made available for technical advice and emotional support but their role was defined from the beginning as that of the consultant. In the best tutoring programs, emphasis was placed upon fostering the tutor's own initiative and ability to assume responsibility through a meaningful work experience.

From this primary goal flow a multitude of secondary goals. By giving tutors a meaningful educationally-related task, it is hoped that the tutor becomes more interested in school, less interested in dropping out. In order to prevent drop-outs, younger NYC enrollees were chosen as tutors rather than 16- or 17-year-olds. It is easy to see why utilizing 14- and 15-year-olds as tutors is a more effective preventative measure than using older teenagers who may have already emotionally given up.

Another secondary goal has to do with increasing each tutee's interest in his own education. By teaching the tutee, the tutor learns himself. If a tutor assumes a meaningful responsibility, he is infused with a sense of self-respect, a sense of dignity, a sense of pride in his work and a feeling of doing something important. And he wants to continue feeling the worth of improving his own education. In many cases, Youth Tutoring Youth programs have centered around the tutoring of reading, and the results have usually been the improvement of both the tutor's and the tutee's reading and language arts skills.

With the exception of "improving reading skills," most of the goals envisioned by NCRY for YTY foster behavioral change. Thus, analyses of pre and post tests to measure reading achievement provide a very limited kind of evaluation. The program was never envisioned as just a remedial reading program. NCRY feels that the content of tutoring should not be a systematic and rigorous campaign to raise reading scores. Emphasis is placed upon the affective bases for learning. Tutors are encouraged to be informal, to take trips, to gear lessons to interests. Reading scores, therefore, are not apt to sky-rocket given the relatively short length of time that the program operates for each individual. In short, testing reading scores for change is an easy but incomplete way of measuring program success. As Appendix A indicates, even the measurement of reading scores may be complicated if there are inadequate data collection systems. As the researcher concludes after analyzing YTY pre and post test scores: "It is essential that future data collection to evaluate Youth Tutoring Youth be expanded to include a wider range of behavior variables and that the data collection and processing be monitored closely."

NCRY committed itself early to the acceptance of more subjective kinds of evidence as more appropriate to revealing the behavioral changes that YTY fosters. (See Appendix I: "Assessment and Questions of Interim Report," Youth Tutoring Youth - It Worked., January 31, 1968. Also see pp. 47-49 of the Supervisor's Manual for a discussion of testing and evaluation.) It is hoped that the planned conference will indicate ways of measuring and using subjective material more scientifically.

In the meantime, to provide a different but meaningful kind of evidence, NCRY presents on the following pages an example of an ex-post-facto survey based upon one tutor involved in a Philadelphia public school Youth Tutoring Youth program from February 1968 to February 1969. This survey takes the form of four interviews - three with people who had a chance to observe the tutor throughout the duration of the program in a variety of contexts and one with the tutor herself. At the end of the interview section, the observed behavioral changes as revealed by the interviews are discussed and related to specified goals of the program.

As Dr. Suchman points out, such "after-the-fact" interviews are subject to limitations and should form only a part of a good research design. They are subject to memory which can be weak, and furthermore, unless controlled, such interviews can encourage exaggerated testimonial evidence by people who believe in the program and have a vested interest in its continuance. NCRY felt that it could partially control these limitation by having several people discuss one individual's progress, thereby serving as checks upon each other. Also, the interviewer has emphasized objectivity throughout the interview so that interviewees did not feel pressured to say only positive things.

(A more comprehensive design would provide for interviews with these individuals at several points within the course of the program. Samples of work, writings from the tutor's daily log books and observations by the tutor's regular classroom teacher should also be collected at various points. Several individuals in different tutoring centers should be focused upon for comparison. This design would more closely resemble the longitudinal panel design that Dr. Suchman envisions.)

C. Mary, a Tutor

(Following is an ex-post-facto survey of a typical Youth Tutoring Youth tutor. Mary, age 15, was chosen for a number of reasons: 1) since she had been in the program for nearly a year (February-June, 1968; July-August, 1968; September, 1968-February, 1969), it was assumed that she has been more deeply affected than a tutor who was in the program for only a few months; 2) she had worked in the same center for the entire time (some tutors were shifted from one center to another because several centers discontinued operation at the end of the summer); 3) since she had attended the same school that her center was located in for part of the time (February, 1968-May, 1968) and had attended this school since kindergarten, her teachers knew her well and could give in-depth information and comparisons of development. (Most tutors do not tutor in their own school because elementary schools do not usually extend through the 8th or 9th grade); 4) her elementary school guidance counselor recommended her as a tutor who had needed the program most in the beginning and had been noticeably affected by participation.)

1. Interview with Mary's guidance counselor

(The following is an interview with the counselor who had originally directed the screening and selection of the tutors for the center in which Mary tutored. Because the program was held in the school that Mary attended for part of the time, an elementary school for K-8, this counselor had a chance to observe Mary within the regular school setting as well as during the after-school tutoring program. He knew Mary quite well from her previous years at the school, and was equipped to observe and perceptively analyze any changes in Mary's behavior and academic performance.)

Interviewer: Could you tell me something about the home and family of Mary?

Counselor: Mary comes from a very loquacious, outgoing family. Her mother is a large woman who assumes the leadership or chairmanship of the block. She's a very domineering person, and I think Mary gets all of her moves from her mother. I can remember many instances in which things have happened here in school such as gang warfare and things of this nature and the mother has actually led the battlers; this is what I mean when I say she's an outspoken person. There is no father in the home. The family is on DPA and no-one else is supposed to be in the home other than the mother. There are no boys in the family. Mary has five sisters.

I: Can you give me some background on Mary before she entered the program?

C: Mary was not doing well in school at all. I don't know whether or not you have seen her . . . she's quite a large girl. She has had a great deal of difficulty with the teachers because of her dress. She keeps up with the mod styles and with her size, she looks ridiculous. Her attitude prior to her involvement in the program was nasty. She was very difficult to reach. She was sent to the office numerous times for her behavior because of insulting remarks to other children and to her teachers. Her mother was called in and we discussed her behavior. We discussed what we expected from her, what we expected from the home and this did not bother the mother one iota. Mary had a record of truancy which started in the latter part of 1966. She began to go around with some girls who were truanting and, being a very large girl, I suppose any man would take her for being much older than she is. I talked to Mary on several instances about her attendance. She told me that she had been ill but she would never tell me that she was skipping school. The mother was called in, and, appraised of what was going on, she would give no reason of why her daughter was out of school. However the mother felt that even though Mary was not in school she must have been out for some good reason. The mother would not punish her. The mother was behind the child even though the child was clearly wrong. This is the kind of camaraderie they have in the family.

I: What was Mary's response to being chosen as a tutor for the YTY program?

C: When her name was placed on the list, Mary's homeroom teacher felt that Mary, being a very large girl, would have some impression on the children and we decided to try her in the program. We talked with Mary prior to her being placed with the children and asked her how she felt. She was overjoyed.

I: Did you notice any changes in Mary's outward behavior during the course of the program?

C: After a month or so of working with the tutees, there was somewhat of a change. It was slow but I think she put on an air of dignity. Her appearance changed for the better . . . the program gave her an older outlook. Before this period, she was always fighting or squawking or talking. After her involvement in the program, this changed. I could see her coming into the building and her entire outward appearance appeared to be that of a much older person. Now I contribute some of this to a change of schools (Mary entered the ninth grade in the fall of 1968 and therefore moved into a junior high school) and some to her involvement in the program. She has the ability. Working as a tutor in this program has done something for her - it raised her sights. Now she was saying, "I have someone depending on me," and this has helped her because she needs recognition and responsibility.

2. Interview with Mary's homeroom teacher

(The following is an interview with Mary's homeroom teacher in the elementary school. The teacher's classroom was located across from the rooms in which the after-school tutoring took place. Hence, he had the opportunity of observing Mary while she tutored as well as in his own class.)

Teacher: I had Mary in my homeroom all last year, 1967-1968. Mary was a pleasant child in my class simply because she liked me as a teacher. However, she had a trait which was quite obvious to other teachers. If she disliked a certain teacher or a certain subject, she would balk. At these times, she would become quite unbearable in the classroom. A lot of teachers had problems with her. As for her family life, I believe her Dad died in the military service. Mary was quite dependent on her mother and I think the lack of a father at home also added to the problems she had in school.

Mary is a big girl. A lot of the younger and smaller girls look up to her and she likes this, but if a situation arises in which she is overlooked, such as a class nomination of officers or a committee picked to supervise a party, she feels slighted. She wants to be recognized by her peers and by her elders. She seems to enjoy working with the program and she seems to like the idea that these youngsters look up to her. Mary needed recognition from the outside.

Speaking with Mary a few weeks ago, I noticed a change in her attitude that I thought was for the better. She seemed to feel that she was accomplishing quite a bit in working with the youngsters. I've noticed a motherly instinct in her and this makes tutoring an ideal job.

3. Interview with Mary's team leader (supervisor)

(The team leader was a 17-year-old Neighborhood Youth Corps girl who lived in the same neighborhood with Mary and knew her before the center opened.)

Team Leader: Mary, she gets along with children very well. Her main problem is that she wants attention. That's her main problem right there, attention. But she gets along with children. She's very nice. She'll do anything for you but . . . I remember this summer for instance, usually I let the tutors take the children to the playground and teach the tutees how to use cameras. Mary didn't want to have her picture taken with the children but she wanted to have it taken alone. We put our pictures in a book and she wanted to be in the book by herself.

I think her main problem is that she looks older. She tells everybody she's about seventeen.

I met Mary before I ever started this program. She's the only person I ever really knew in here. I knew Mary . . . like me and her were going to be buddy, buddy. She's friends with one of my best girl friends, and all of us worked here so that was another problem. I couldn't let her get away with a lot of things even though she was my friend.

Mary likes responsibility as long as she's going to get something out of it . . . like everybody does. She came to work regularly. She wants everybody to praise her but what tutor is going to praise another tutor? She would cry sometimes. I don't know why. I know she has family problems, but I don't know too much about them. Sometimes she feels everybody doesn't love her and things like that.

I think the program helped Mary. She needs somebody to have authority over and she needs somebody she can talk to. She has come and talked to me about things that she doesn't talk to anybody else about. She has a lot of problems that girls her own age don't have. She was depressed a lot and I'm the kind of person if you tell me something and you don't want anybody to know, I won't tell them. But she had a hard time adjusting with the other tutors. She wants everyone to look up to her. She wants to be like a big shot. She wants her and me to be so close that she can come in ten or fifteen minutes late or leave early and I won't say anything. I let her get away with a lot at first and then I started cracking down on her and telling her she couldn't do this and she couldn't do that.

Last year, everyone hounded me to get rid of her but I was determined. Well, I mean, that closeness was there with all of them, but there's some you can get closer to than others and Mary was one of these I guess.

4. Interview with Mary

Mary: Tutoring was always easy for me. I knew all the kids. I've lived in the neighborhood and know them all well. Lots of the kids would want to be with me rather than with the other tutors. I'd come even if there wasn't pay because I like children.

Now I hate school. I used to like it, but I don't like it any more. In my new school the kids fight 24 hours a day. In each class you go to they're fighting. The boys in the lunchroom threw chocolate milk all over my gym teacher and spaghetti too. They're always arguing. I really don't think that I'm going to make it through high school. I enjoyed being in the elementary school because I was there since kindergarten and I really liked it. I hated to leave. This new school is like a house on a haunted hill.

Last spring I liked school but I seemed to have more fun after I started tutoring. I liked being around the tutors more. In the beginning I started off with two tutees and by the end I could work with six or nine; if a tutor wouldn't come, I'd take the extra tutees.

I let the kids read because I thought they should do what they liked. I think it helped me in my school work, because at night when I would go home and do my homework, I'd find the same things that I was teaching them.

I've always wanted to be a kindergarten teacher. Before I even started, on Saturdays I used to go into the neighborhood and get children to come and sit in my living room . . . we'd read and things. I'd even like to start a tutoring program of my own. I can sit and talk to the kids and they listen. Just like the little girl down the hall. She didn't like her tutor so I would take her into my room and we'd sit and talk. The other kids that I had were making Christmas things, and I told her to bring a bleach bottle so she could help. Ever since that she would come where I was.

I think this is the kind of program people should know about. It is something new in this neighborhood and there's a lot of things that girls need to know about. People need to talk to somebody. . . .

Conclusions

The question that naturally follows is did the program succeed for Mary? Did it, for this particular tutor, achieve what it set out to do? How or how not? Here we must keep in mind Dr. Suchman's statement:

> Just as 'complete' explanation is never possible in nonevaluative research because of the multiplicity of intervening variables with relationships being given in terms of probabilities, so absolute program effectiveness is also impossible and success becomes a matter of degree.[3]

At most, we can pick out of the interviews some statements and observations that relate to the stated goals. A more rigorous content analysis is more scientific but impractical for our purposes.

Did the program "promote better work habits and ways to handle responsibility?" All three of the interviewees described Mary as someone who needed responsibility, recognition and attention. Because she was a physically mature girl and also a motherly girl who liked to give advice to younger people, the program seemed to offer Mary a natural role. In short, tutoring gave her a chance to reinforce her strong points. The job experience increased her inclinations towards teaching and perhaps made such a career more feasible. The fact that she always attended the program, whereas she had not attended school regularly, indicates that she was learning how to assume responsibility, especially when the responsibility was personally meaningful.

Were Mary's attitudes toward learning and school improved? This is more difficult to discern from the interviews. By Mary's own admission, "Last spring I liked school anyway but I seemed to have more fun after I started tutoring. I liked being around the tutors more.. . . I think it helped me in my school work, because at night when I would go home and do my homework, I'd find the same things that I was teaching them." On the other hand, Mary stated that she hated her new junior high school. "I really don't think that I'm going to make it through high school. I enjoyed being in elementary school because I was there since kindergarten and I really liked it. I hated to leave. This new school is like a house on a haunted hill."

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[3] Suchman, p. 175.

It is conceivable that, for Mary, the program had what Suchman calls "boomerang" (or unintended) side-effects. We know that schools are not utopias, particularly in the ghetto. The interviewer visited Mary's new school to look up her academic record. The junior high school was quite different from the elementary school which Mary had attended and which housed the YTY program. The new school was larger and older with the halls reverberating to the sound of renovations and traffic. The guidance counselor, who had a case-load of 400 and saw only extreme problems, hardly knew Mary.

Furthermore, the school was not in Mary's neighborhood. She, along with 150 other 9th graders from West Philadelphia were bussed to North Philadelphia schools for the 9th grade only because schools in their own neighborhood were overcrowded. Moving required quite an adjustment for Mary. It is possible that returning daily to tutor at her elementary school made Mary more intolerant and hostile towards her new school. At any rate, Mary stated that she did enjoy 8th grade more while she was tutoring and did seem to feel that her homework was more meaningful when she had to keep up with her tutees.

Did the program foster a more positive self-image for Mary? Self-image is a vague phrase, hard to define, harder to determine. According to descriptions of Mary's outward behavior, she felt better about herself. As her counselor remarked, "It was slow but I think she put on an air of dignity. . . . I could see her coming into the building and her entire outward appearance appeared to be that of a much older person. . . . Now she was saying, 'I have someone depending on me,' and it raised her sights." Mary's expressions of pride in her work, her confidence in herself as a tutor, her pride that the children liked her can be conceived as evidence that the program gave her a better sense of herself.

Finally, did the program increase Mary's skills in reading and writing? The interviews gave no evidence so information was sought elsewhere. Mary was given the Metropolitan Achievement Test in February 1968 before she entered the program. According to norms set by the publishers of the test, Mary was then reading at a 3.6 level. In May, Mary was given the same test and by the same standards, the test showed her reading at a 4.7 grade level. If the test scores are valid, Mary gained 1.1 years in 4 months but still was not reading at her own grade level. In August 1968 she was given the IOWA silent reading test and showed no improvement. This could be due to the fact that a different test was administered and that the two tests do not exactly correlate on the norm-scale used. Viewing test scores alone, Mary did show some improvement in reading. We have no samples to determine equivalent progress in her writing skills.

In summary, the interviews indicate that YTY was a meaningful experience for Mary. It gave her a chance to achieve the recognition and responsibility that she needed. It made a possible career in teaching seem more feasible. It gave her a chance to function in a role for which she was particularly suited. In addition, the program seemed to satisfy a need in Mary for "someone to talk to." Mary seemed to find in her center leader the responsive ear of someone older yet not too old. She also saw herself in the role of providing that "someone" to younger girls. "I think this is the kind of program people should know about. It is something new in this neighborhood and there's a lot of things that girls need to know about." It is clear that the program met a need in Mary for intimacy and inter-personal contact.

VII. THE FUTURE:
NCRY TECHNICAL ASSISTANCE TO NATIONWIDE IN-SCHOOL NEIGHBORHOOD YOUTH CORPS

The major outcomes of the "Youth Tutoring Youth Demonstration Project" of the National Commission on Resources for Youth, Inc. are the development of:

. . . a new type of effective job station for In-school NYC enrollees,

. . . materials and methods for enriching the enrollees' work experience,

. . . a strategy for spreading the new program to schools around the country.

These NCRY successes have been recognized by the United States Department of Labor. As a result, during 1969 NCRY will continue to use the expertise and knowledge it has acquired to effect changes (described more fully on the following pages) in the In-school Neighborhood Youth Corps programs across the country.

1) by informing the NYC staff at the Federal level and their regional directors of the kinds of changes they can promote to yield more effective In-school programs;

2) by training local school personnel, including In-school NYC administrators, so that they can start up and run such programs;

3) by furnishing the local people with materials that NCRY has developed for field testing and which will be expanded and improved during the course of the proposed project;

4) and by furnishing on-site and other technical advice and assistance to local programs in their start-up and initial operation.

A. Conference of Federal and Regional Officials

So that the people who work in the Federal and regional offices of the Neighborhood Youth Corps will have a better notion of the current situation in In-school programs, NCRY will hold a two-day conference for them. It will be in Washington, D.C. sometime during the month of February 1969. The Federal officials and one or more persons from each regional office will be exposed to the thoughts of the people who make In-school NYC policy. They will be told what NCRY has learned over the last 1½ years. They will be invited to have constant interchange with guest speakers and the staff of NCRY. The plan to provide opportunities to work with each other and with the speakers reflects NCRY's commitment to the power of learning by doing. In the context of improving and innovating in the In-school programs, the Federal and regional officials will be able to have a valuable interchange - sharing information, questions, and problems while working out their own solutions and recommendations.

In addition to speakers and group work, the conference participants will be taken out into the Washington, D.C. schools to see the In-school Youth Tutoring Youth program in operation. They will be able to see how the young people respond to it, and will be able to solicit the opinions of the administrator, supervisors and tutors. After their visits, the conference participants will be asked to share their observations and opinions of the program. One expected result of the conference is that when NCRY goes out in the field to give technical assistance, the regional directors will know why the Commission is there and will help encourage the development of Youth Tutoring Youth programs. Finally, at the conclusion of the conference NCRY will solicit the participants' candid evaluations of the conference and recommendations they might have for the future.

B. More Youth Tutoring Youth Training Internships

NCRY believes that it has refined techniques for bringing people together for an internship, at the end of which the interns are sufficiently trained so that they can operate their own Youth Tutoring Youth programs. The Commission has already sponsored two such internships in 1968 and plans to conduct two more in the spring and fall of 1969. NCRY will continue to use its strategy of obtaining commitment before it invites a special team of three (see page 28) from each city to attend the conference.

The internships will be held in cities that have Youth Tutoring Youth programs as the result of previous training programs, and some of the interns from previous training conferences will be asked to describe the programs they are now operating. The interns will be involved in workshops to learn the philosophy behind the techniques employed in the program. Consultants of considerable talent and experience will work with them. And importantly, the interns will work in the tutoring centers themselves.

Hopefully, the end result of training these people, and the people before them, will be a network of Youth Tutoring Youth programs across the country. This network should make it easy for other systems to pick up the techniques as they learn of the program.

There will also be a workshop in the fall designed to enrich the Youth Tutoring Youth model. People who are operating programs and consultants will attend. They will pool their experience and knowledge in an attempt to refine the model and improve the resulting programs.

C. Materials Development

NCRY has already developed manuals and films for use in selling, operating and training for the program. (See section IV.) During 1969 these materials will be revised if necessary, and be prepared for final packaging and distribution across the country.

In NCRY's growing commitment to encouraging tutor-made materials lies the germ of a new idea to be developed in 1969. Since NCRY believes in young people's original stories and games and tutoring devices, it plans to assemble the best of them into an on-going tutor's newsletter.

> Using many photographs with interesting explanations, the manual would be issued periodically and sent to tutors throughout the USA. This manual could serve as a wonderful teaching device to spark other young people. It would be both a source of recognition for inventiveness and at the same time a practical guidebook for tutoring.

The Commission also plans a supervisors' newsletter that contains descriptions of new techniques and materials developed in the various programs.

> The idea here is to facilitate communication between tutoring centers across the country. Hopefully supervisors and aides will contribute ideas they

have seen work. Examples of such are descriptions of field trips, learning games, and other special tutoring projects undertaken by the youth.

D. Technical Advice and Assistance

There are, of course, inevitable difficulties during the start-up and operation of a program. NCRY has seen times when a program would not have gotten started but for a phone call to a Labor Department regional director, a visit to a school superintendent, or advice on how to locate a little money for a few simple materials. Furthermore, the Commission has learned a great deal about the problems that programs are likely to run into (See Section IV.).

The Commission would like to give even more thorough assistance to the programs that have already started and to the ones that will start as a result of the planned internships. Therefore, NCRY will go into the school systems that have sent interns to our training conferences and give whatever assistance it can in getting the programs implemented and strengthened. NCRY will help with the training of supervisors and tutors (this being a critical factor in program success). It will also attempt to set up several programs in cities or rural areas where there is a readiness, but where interns cannot participate in internships because of the inability of school systems to provide substitute personnel. Because the Federal and regional officials will be informed about NCRY's work, the hoped-for changes in the In-school NYC programs will be more easily effected with intensified assistance.

APPENDIX A

THE PHILADELPHIA PUBLIC SCHOOL PROGRAM (PHASE II)

As described in Section III of this report, the initial base of knowledge needed to operate an effective Youth Tutoring Youth program was developed in the summer of 1967 in Newark and Philadelphia. However, more experience and information (such as - how would the program work during the regular school term) were needed before Youth Tutoring Youth methods and model could be manualized.

The members of the Philadelphia Board of Education were very much taken by the summer '67 project. They offered to finance much of a further demonstration program in the spring of 1968. Hence, an after-school program, the first of its kind for Youth Tutoring Youth, was established in February 1968 under subcontract to the school system. A summer '68 and fall '68 program followed. This appendix details the story (both the ups and downs) of the Philadelphia Public School program.

Starting in February 1968, NCRY wanted to try-out some innovations in the type of persons who could supervise and run a Youth Tutoring Youth program. The team leaders ("supervisors") varied from center to center. One was a male professional teacher who established an easy rapport with his tutors. Another was a teacher's aide from the community, the wife of a respected minister. A member of the National Teacher Corps served as a team leader in a third center, and a member of the Young Great Society, a community self-help group, led another center. Finally, the fifth team leader was a poised and competent 17-year-old high school senior, an NYC enrollee.

In the five centers a total of 100 tutors worked. They worked nine hours a week for which they were paid $1.25 an hour. An additional hour was spent each week on remedial work.

Because of the innovations and because the new program was run during the school year for the first time, the Commission expected to and did run into problems in getting program operations off the ground.

A Program Administrator was appointed by the school system in January 1968. Unfortunately, this appointment turned out to be a serious handicap to the operation of the program. The Administrator was strongly committed to her goals, which were not the goals of the demonstration. She was a remedial reading expert, and she consistently disregarded the program's intent

and design. The Superintendent recognized, after some prodding, that the goals of the demonstration were not being realized. After a two-month period, he relieved her of her duties. Unfortunately, he was not able to secure anyone's full-time services to replace the Administrator, but he did appoint one of the assistants to the Deputy Superintendent to supervise the program. This new person found much confusion in payroll, and his activities centered around adjusting payroll, assigning materials, and attempting to submit an inventory. (NCRY had given to Philadelphia all of the materials that were used in Newark the previous summer.)

An additional complication was provided by the resignation of NCRY's Project Director in March and the subsequent difficulty in finding a suitable replacement. Finally, an experienced teacher who was a doctoral candidate in education at Temple University was hired to visit the centers (the school department's Program Administrator had visited only one center on only one occasion), provide in-service training and consultation, and act as liaison between NCRY and school personnel. The major responsibility for the program was assumed by the Director of NCRY.

At the start of the project in Philadelphia in February 1968, training in tutoring techniques, some group work and role-playing had been jointly conducted by the Philadelphia Program Administrator and the NCRY Project Director with assistance from school system staff. As noted, there were differences in approach between the Program Administrator and NCRY, and the introduction of reading specialists as leaders of the Friday training sessions of the tutors, once the tutoring was underway, only intensified the confusion. The reading specialists felt that they were charged with the responsibility of making the tutors into miniature reading specialists. This approach negated the strengths of both groups. The tutors did not have the specialists' education, experience, maturity, and ability to function in a rather formal, didactic situation. The specialists, for the most part, were not aware of or responsive to the tutors' ability to establish rapport in the one-to-one relationship, nor to the flexibility and creativity with which the youth were able to turn a wide variety of informal behaviors and experiences into occasions for developing language skills (for example, the tutors prepared and organized the tutees to interview people on the street, accompanied the tutees while they did so, and then discussed what happened, inspiring the tutees to write about the experience). In late April, the Commission assumed the responsibility of training the supervisors and the tutors.

In the face of delays, uncertainties and conflicting demands, the team leaders, aides and tutors functioned impressively. By mid-May the leadership of the program had been somewhat clarified and the staff at the tutorial centers was functioning more on its own, turning to the reading specialist for advice as it was needed. In May the first Youth Tutoring Youth Internship was held in Philadelphia (See Appendix B.).

In summer 1968 the Philadelphia Board of Education took over NCRY's Youth Tutoring Youth demonstration project and made it part of their ongoing program. NCRY's role shifted from conducting the program to providing support and technical assistance. Working relationships established for the program with key personnel in the Philadelphia School Board and including the In-school Neighborhood Youth Corps Director continue to facilitate the smooth operation of the program, but NCRY's new role was not merely passive and advisory. To permit enrollment of 14- and 15-year-olds in the summer program, NCRY had to place over 25 telephone calls to NYC authorities in Washington, D.C., and to the Regional office in Philadelphia.

Four schools in low-income areas were retained as project sites. Overcommitment of NYC slots forced a reduction of enrollees from the 100 planned to 60 (increased to 74 later in the program) and a fifth site had to be dropped. Administrative personnel (including center supervisors) were paid, according to eligibility, by the School Board, NYC, or a special Federal fund.

Three of the four center supervisors had had experience in their assignments the preceding spring. Most of the tutors (80%) were likewise experienced.

Both tutors and tutees were chosen to fit the original Youth Tutoring Youth model. Tutors were 14- or 15-year-olds with reading deficiencies and poor motivation in school who were able to meet Neighborhood Youth Corps criteria of low family income. Tutees were similarly underachievers at least one year behind on reading tests; they were enrolled in regular summer school at the tutoring sites.

Methods for recruiting tutees varied (tutees from the spring session, teacher choice, etc.). When there was a dearth of tutees, particularly when the program was extended to two weeks beyond the end of Philadelphia's regular summer school, supervisors and tutors went into the neighborhood to actively solicit tutees. Tutee enrollment rose from 120 at the outset (per 60 tutors) to 135 by mid-July and then to 170 (when there were 74 tutors). At one site the principal suggested that, since most of her children would benefit from tutoring, each tutor meet with a total of three tutees daily for an hour each. Supervisors made special efforts to keep enrollment up for the two-week extension of the program past the regular summer-school session. Because of their innovative efforts and because of the intrinsic interest of the program as they structured it, the enrollment of tutees eventually reached 223.

A one-week orientation program for supervisors and tutors stressed the importance of the tutor-tutee relationship, responsibilities of the participants, to the tutees, the school and the community and included techniques for using tutoring materials such as tape recorders and cameras. The sessions were well attended, even though 80% of the participants were already experienced with the program.

In-service training which took place for an entire week dealt with problems that arose in the centers on a day-to-day basis; individual problems between tutors and tutees were particularly suited to being considered at daily evaluations. In-service training was also the time for development of program content. Emphasis was on reading, communications skills, and attitudes toward reading and school in general.

The content of the program was primarily developed through informal learning, games, trips, and techniques to develop reading materials out of the tutee's experience. Tutors were responsible for preparing the daily program with each of their tutees. In 1967, one tutor had thought up a technique of on-the-street interviewing and it was adopted in her center as a part of the tutor remediation program. (The tutor herself that summer experienced a dramatic improvement in self-image, discarding her degrading nickname as well as her sloppy appearance). In summer 1968 the idea spread to all four centers. Tutor-tutee teams went out with tape recorders, the tutor acting as the recording technician and the tutee as the interviewer. They introduced themselves to strangers and asked questions they had developed beforehand such as "What do you think of the war in Vietnam?", "What do you think about teenagers?", "How do you think this neighborhood should be improved?" The tapes and snapshots taken by the team provided materials for developing stories for the tutees to read; the operation also gave tutors and tutees invaluable encouragement and practice in communicating directly with the adults in their community.

One incidental program feature happened at the Ludlow School where six of the tutors and a number of the tutees were Spanish-speaking Puerto Ricans. During lunch hours and tutor-tutor relationship periods, they traded dancing lessons for Spanish lessons.

Among the accomplishments cited by the project director were the tutoring techniques developed by the tutors (making up games, introducing equipment, etc.) as an on-the-job response to their assignment. Compiled tutor evaluations of the project showed a greater understanding of younger children, a feeling of success with tutees and of being needed by them. Tutors learned the meaning of work and a paycheck; attendance of both tutors and tutees was well over 90%.

An approximately one-third tardy ratio of all the centers corrected itself by the beginning of the third week. The project director questioned tutors as to why they began coming on time. They replied that initially they felt a responsibility to the tutee who was waiting for them at the center. Eventually, a responsbility for the job itself developed. At the close of the program only about 1/15 tardiness was recorded.

One of the main problems in running the program was the theft of premium equipment such as cameras and tape recorders from the school premises. The source of the problem was independent of Youth Tutoring Youth per se. All community schools in Philadelphia operating during the summer were burglarized - the buildings of such schools were left open until 9:30 every night and custodial services could not provide adequate security. The equipment has never been replaced and the fall program operated without it.

Other problems included friction with custodians themselves, as to where in the building to locate the program (each program requested a cluster of five rooms) and about the two-week extension of the program, and lack of money to provide ready-made refreshments.

Despite many problems, the Philadelphia Public School program demonstrated that:

- the younger children, the "tutees," benefit from loosely structured learning activities undertaken with someone who is slightly older, and therefore, somewhat more knowledgeable than they are;
- the tutees' personal and social development are fostered because of receiving the concerted, daily attention of one person, their tutor;
- the tutors' academic skills improve as they work to improve these same skills in their tutees;
- the tutors' creativity is sparked and encouraged as they struggle to find new ways to engage their tutees' interest;
- the tutors develop an understanding of the teacher's role and some empathy for the difficulties she has to cope with everyday;
- once trust is given to the tutors, they develop responsibility;
- as the young people tutor, they learn how to learn;

- the tutors also can learn something about the responsibility of work;
- older In-school NYC enrollees and members of the community (as well as teachers) can serve as excellent supervisors.

A formal evaluation concerning the Philadelphia Public School program from February 1968 to August 1968 follows.

TUTOR EVALUATION: PHILADELPHIA

Prepared by Leonard P. R. Granick

In 1967, the year prior to the current evaluation, the research data indicated that the Philadelphia tutors were not underachievers and that when measured on the Iowa Silent Reading Tests gains, they were observed only on directed reading, a subtest of the Iowa profile.

Recommendations for the 1968 study of Youth Tutoring Youth in Philadadelphia included the following: 1) use of controls for study purposes, 2) employment of tutors functioning below expected academic levels of reading.

These data would permit NCRY to study the referral process as well as the holding power of the program for the tutors, and provide bench marks for the measurement of tutor reading progress.

Tutor Samples

Tutors participating in the Philadelphia program were recruited from among students in attendance in five high schools: McMichael, Penn Treaty, Sayre, Shoemaker and Sulzberger. The tutor-tutee sessions were held at four sites convenient to the tutee sample.

Tutors were aged 14 and 15 years who were able to meet Neighborhood Youth Corps criteria of low family income. In all schools except McMichael, tutors were mainly 9th graders. At McMichael tutors were 8th graders.

Controls were developed within each sending high school. Experimentals and controls were drawn against criteria for eligibility that would tend to yield homogeneous samples for covariance analysis of variance. As it turned out, plans for the covariance analysis was discontinued because samples were found to be heterogeneous.

Methodology

Due to heterogeneity, samples had to be studied within each school rather than pooled across schools. Wherever possible samples are controlled for grade level and sex.

Measurement Techniques

It had been reported that use of the Iowa Tests as in the previous year would require additional testing superimposed upon the regular test program. Use of the Metropolitan Achievement Tests assured test data for the controls as well as access to the school periodic test program. The Metropolitan was selected to measure effects. No attention was directed toward the study of attitudes or interest changes in a systematic manner. The observations of program staff would indicate whether changes were prevalent enough to be recorded in future studies.

Findings

Who Got To Be a Tutor

In 1967, Philadelphia tutors were reading at their appropriate grade level when they enrolled in the program and had gained 1 grade level by their participation in the program. In 1968, all five Philadelphia schools appropriately referred only tutors who were underachievers - deficient in reading skills. Consequently, this year was the first in which the program dealt with tutors who themselves manifested reading problems. Table 1 provides a profile of the grade equivalent scores of the tutor sample and controls. Those pupils in 9th grade would have an expected grade equivalent of 9.0, those in the 8th grade would be 8.0. As can be seen from the table, most tutors were 2-3 grade level years behind. The lower grade level exhibited by McMichael is due to their sending 8th graders.

Table 1

School	Word Knowledge	Paragraph Meaning
McMichael	5.2	4.9
Penn Treaty	6.4	6.0
Sayre	6.6	5.0
Shoemaker	6.8	6.5
Sulzberger	6.9	6.4

In all five schools pupils who were in need of reading assistance were selected as tutors - in line with the thrust of the program. The data do not permit NCRY to judge whether these tutors were amongst the neediest - for it does not have reading scores for other pupils in the schools to use for contrast.

An examination of the controls, those that did not engage in the program, helps to distinguish whether observed changes are related to the effectiveness of the tutorial program or factors extrinsic to the program; practice effects, growth, measurement error. For example, if the incremental pattern is the same for participants and controls then NCRY would suspect the observed effects to be caused by something not directly related to the program itself. If the pattern of improvement were observed in participants and not controls, then the Commission would expect some factors which are related to the program.

Before these data are studied, it is first necessary to examine whether participants and controls are equivalent in reading status prior to participation in the program. These data are presented in Table 2. The data are organized in two ways; for persons who were measured initially and at post program (pre-post) and those who were measured only initially and were not tested after the program, because they had already left the program or were not later hired for budgetary reasons.

Table 2 suggests that among participants there is no differential selectivity that leads to attrition. Those that are not available for post test are at the same reading levels during pre-test as are those that stay. Similarly, there are no differential patterns among controls. Finally when participants are compared to controls in pre-program reading status, no significant differences are observed.

Table 2

	PARTICIPANTS						CONTROLS					
	Pre-Post			Pre Only			Pre-Post			Pre Only		
School	N	Word Knowledge	Paragraph Meaning	N	Word Knowledge	Paragraph Meaning	N	Word Knowledge	Paragraph Meaning	N	Word Knowledge	Paragraph Meaning
McMichael	12	5.1	4.9	2	6.0	4.8	18	5.5	5.2	6	5.2	4.9
Penn Treaty	10	6.3	6.0	16	6.4	6.0	6	6.5	6.3	7	6.8	6.2
Sayre	15	6.6	6.7	3	6.9	6.6	11	6.4	6.5	10	6.8	6.1
Shoemaker	20	6.8	6.5	6	7.0	6.5	13	6.9	6.7	2	6.7	6.5
Sulzberger	25	6.9	6.4	0	-.-	-.-	14	7.1	6.6	1	6.2	6.8

Differences between those who stay and those who leave were also studied while simultaneously controlling for the effects of sex and grade level.

In McMichael school there is a tendency for those male participants who left before post-test to be poorer in reading. This pattern is not observed for the female sample.

In Penn Treaty the entire female sample of participants and controls was lost due to attrition and small sample size restrictions.

In Sayre school, a different pattern than found at McMichael is observed; poorer performers tended to remain throughout the program. In other words, the program appeared to have been able to retain and hold its neediest participants.

No selectivity in attrition was observed in Shoemaker school.

Sulzberger experienced almost no attrition. All those initially tested were available for post test.

Consequently, the observation at McMichael, that relatively better readers left, is not confirmed in any other school and appears to be an atypical finding. Overall attrition rates in McMichael were lower than Penn Treaty and Sayre (21% compared to 61% and 34% respectively) suggesting some holding power in retaining tutors.

In sum, each school poses a unique pattern of program and administrative complexities that may have affected our observations of retention power. McMichael recruited "higher risk" tutors, e.g., those who are least able to read (as measured by our tests). McMichael also experienced some loss in holding on to these more retarded students in reading.

Two points should be stressed. All tutors are markedly behind in reading in any school studied. The degree of retardation in reading may be distorted since it is measured by performance on one test of reading, the Metropolitan Reading Test. A grade equivalent of 6.0 on the Metropolitan might have been reflected as 5.0 on a different reading test, say a Gates Reading Test. Each of these tests of reading measures something different; the selection of one test over another, always has to be considered in a cautious manner. It is probable that if these tutors were measured on the Iowa Tests the overall scores would have been lower, poorer, than observed.

The high attrition rates for participants and controls observed in Penn Treaty and Sayre alerts caution. While those who remain and those who leave are equivalent in reading, they may be dissimilar in other aspects not measured by our tests; attitude, motivation, interest.

The operation of the program by the Philadelphia School System did not go smoothly. Aside from administrative changes and late starting, the design of the study had to be changed in midstream due to these factors.

With considerable effort a useful set of measures post-program could only be secured after the program had gotten off the ground and was running only a short time. Not really a fair test of program effectiveness. Efforts to secure another round of post test scores 6 weeks after the first post-test was largely abortive; tests were lost and many were not available for further retesting.

The results mainly describe early effects of the program. The data, while not conclusive, suggest gains by female participants in word knowledge, exceeding controls. No differential gains are found in paragraph meaning even though participants tend to be higher gainers.

In Penn Treaty sample discrepancies do not permit any analysis. All participants are female, all controls are male, the samples are not equivalent and comparable.

At Sayre, female controls performed better in paragraph meaning and male controls performed better in word knowledge. Thus Sayre contrasts with McMichael in the effects observed during these early program measures.

At Shoemaker, male participants exceed controls in gains in paragraph meaning. Likewise, female participants exceed controls in gains in paragraph meaning. Thus Shoemaker is similar to McMichael in getting positive results.

Sulzberger's results indicate male controls exceeded participants in gains in word knowledge. Thus Sulzberger is more similar to Sayre in not obtaining positive findings.

In sum, two schools indicate achievement test score gains for their tutors. The findings as far as we were able to make them justify further study even though no conclusive data could be assembled.

Summary of Findings

1. Tutors selected for the program were underachievers. The Metropolitan Achievement Test grade equivalent scores for tutors (at the start of the program) were 2-3 grade levels below the tutors' actual school grade.

2. Tutors maintain high interest and participation in tutoring as a work experience job station. Youth Tutoring Youth has relatively few dropouts from the program.

3. The lack of a system to insure collection of achievement test data at the close of the program is responsible for the insufficient available samples (for which there are pre- and post-program test data) upon which to determine the program's effect on reading skills. While the majority of differences between pre-and post-program test scores (for controls and experimentals at the five schools) are positive (i.e., higher on post-test), the samples are much too small to determine the significance of these differences.

4. It is essential that future data collection to evaluate Youth Tutoring Youth be expanded to include a wider range of behavior variables and that the data collection and processing be monitored closely.

APPENDIX B

THE FIRST INTERNSHIP
PHILADELPHIA, MAY 17-23, 1968

School personnel and NYC administrators came in groups of three from Kansas City, Detroit, Wilmington, New Jersey and Washington, D.C. to become "Interns" for the eight-day period. Prior to the conference, the NCRY Director had communicated with the city and state school superintendents of the above, explaining to them the objectives of the program, and an In-school NYC supervisor. In addition, the NCRY Director secured a promise from each of the superintendents that the program would be implemented as soon as possible after the Interns were trained; the promise was a prerequisite to participation in the Internship.

The conference was planned around the goal of preparing the Interns either to run an In-school NYC tutoring program or to be able to tell someone else how to run it. The Interns' days (often twelve hours or more long) were packed with activity. NCRY is convinced that one learns by doing, and this was the basis of the Internship. The premise was that the participants would learn how to operate a tutoring project and would be convinced of the merit of doing so by immersing themselves through active involvement and discussion in the model program. The effectiveness of "learning by doing" as a training method was evident when each in turn declared at the conclusion of the Internship his commitment to establish a similar program.

Professor Herbert Thelen of the University of Chicago served as group leader for the first three days of meetings. He described his own studies of helping relationships and assisted the group in the delineational criteria for judging tutoring programs and learning activities. He led the group in a series of role-playing exercises to prepare them for what the program might look like and for installing such a program in their school systems, and he moderated the spirited discussion after the first observation at the tutoring centers. The group was led for the remainder of the conference by Vytus Cernius of the Department of Educational Psychology at Temple University. Gerald Weinstein of Teachers College, Columbia University, presented the Interns with some innovative means of discovering which skills children have, which they need, and ways to involve them in learning. Herman Wrice, the leader of the Young Great Society, a group of ex-gang members dedicated to community self-help, described some of the needs and feelings on the streets and the programs the Young Greats have designed to meet these needs. Louis Goldstein, Director of the Philadelphia In-School Neighborhood Youth Corps, discussed the possibilities of innovative NYC programs with the Interns.

During this time, the Interns also worked in the tutoring centers, observing and interacting with team leaders, aides, and tutees. They worked well together as a group, sharing their observations, role playing, and problem solving. They also visited a number of outstanding, relevant programs, such as the Learning Centers and the Philadelphia Advancement School - both innovative programs of the Philadelphia School System. A good deal of time was spent near the end of the conference working out plans for implementing the Philadelphia model in other school sytems, making adaptations to local needs as necessary, and sharing these plans with the group.

By the end of the conference, the Interns were a unified, well-functioning group. They had decided how the program could best be fitted into their local scheme of things. They had explored the ways of obtaining funds and combining various forms of support to put the program together. Any doubts that some might have had initially about the program's potential were dispelled after their firsthand experience with it.

Interns' Conclusions and Recommendations

At the beginning of the training conference, all of the Interns were skeptical about the possibility of underachieving youngsters serving in a teaching role; they left with a commitment to this idea. Not only did the Interns go away with the enthusiasm and knowledge necessary for starting their own programs, but the Commission itself learned a great deal from the Interns' observations and ensuing discussions. All of the Interns had been or were teachers. The Commission witnessed their attitudes toward the notion of underachievers serving in teaching roles change. The Commission watched the Interns develop a unanimously high opinion of the tutoring center where the high school senior was the team leader. In their discussion the Interns stressed over and over the importance of the team leader's personality and training to the success of a center. They emphasized the program's potential for preparing young people for responsible behavior in the roles of worker, parents and citizen. The Commission received suggestions for various combinations of personnel (teachers, assistants, aides, etc.) as well as additional ideas for implementation. They agreed upon the necessity of a defined structure, a strong preparation and merit raises for tutors. The Interns also gave NCRY some valuable advice on what was needed in manuals for programs administrators, tutor supervisors, and tutors.

Finally and significantly, the Interns made a number of recommendations to the U.S. Department of Labor (a representative from the U.S. Department of Labor Neighborhood Youth Corps was present for this discussion), to wit:

- At least 25% of all In-School Neighborhood Youth Corps slots should be used for tutoring by 14- and 15-year-old enrollees;

- Funds should be made available for some supervision, at least for the director of such a program.

- Some NYC funds should be made available for supplies for such programs in many school systems are not equipped to provide the unusual materials used so successfully in the project demonstration;

- The U.S. Department of Labor should widely disseminate the information that 14- and 15-year-olds can participate in the program (the Interns told of conflicts in the information received).

YOUTH TUTORING YOUTH TRAINING WORKSHOP
Philadelphia, Pennsylvania
May 17-25, 1968

INTERNS

KANSAS CITY, MISSOURI

The School District
of Kansas City

Ralph Berry
NYC Project Director

Jasper Harris
NYC Supervisor

Carlos A. Vasquez
Director, Community Service
School Project

DETROIT, MICHIGAN

Detroit Public Schools
Detroit, Michigan

Mrs. Dolores Minor
Supervisor

Ulysses S. Harvey
Director, In-School Junior
High Work-Training

Marvin Crawford, Teacher
Chadsey High School

WASHINGTON, D.C.

Public Schools of the
District of Columbia
Department of Pupil
Personnel Services

WASHINGTON, D.C. (cont'd)

Mrs. Louise Johnson
Supervising Director (Title I te

Mrs. Jean Simms
Assistant Director

Meredith (Pete) Weaver
Project Director, Youth
Serving Youth

WILMINGTON, DELAWARE

Wilmington Board of Education
Wilmington, Delaware

Kenyon L. Camper
NYC Project Director

Joseph E. Johnson
Vice-President

Wilbur R. Carr
Teacher

STATE OF NEW JERSEY

New Jersey State Education
Department
Trenton, New Jersey

APPENDIX C

THE SECOND INTERNSHIP
WASHINGTON, D.C., NOVEMBER 13-19, 1968

Since Washington, D.C., had a strong Youth Tutoring Youth program in operation, NCRY decided to hold the second internship there in cooperation with the District of Columbia public school system. Action, expertise and flexibility set the tone.

ACTION

In order to provide the interns, who came from nine states*, with ample opportunity to see and "feel" what happens in a tutorial project, NCRY arranged for daily visits to the D.C. Youth Serving Youth tutorial centers. There, the interns were actively involved in the program; they talked with tutors and tutees, they read stories and watched plays created by the tutors and tutees. One intern from Cleveland arranged with one tutor for a weekend sightseeing tour of Washington. As the conference participants experienced at firsthand what a Youth Serving Youth tutorial is all about, they began to realize that the underachieving 14- and 15-year-old enrollees in their home town Neighborhood Youth Corps could do it too - could tutor, could hold responsible jobs, could become more in tune with the process of public education than they had ever been before. It was the active participation of the interns in the tutorial centers, more than any other component of the conference that convinced the participants that they should and could bring about change in their NYC programs back home.

EXPERTISE

To implement the enthusiasm aroused by the tutorial visits, NCRY arranged for various experts to discuss different aspects of Youth Serving Youth. These discussions took place throughout the workshop - during informal lunches, during cocktail hour, and in transit to centers as well as during scheduled meetings. The roster of experts included people of different ages, experience and interests:

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*Connecticut, Florida, Georgia, Kentucky, Minnesota, New York, Ohio, Oregon, and District of Columbia. (See Appendix for list of interns.)

> Staff of the D.C. School System: Mrs. Louise Johnson, Supervising Director of the Department of Pupil Personnel Services, Title I Program, told how ESEA Title I funds were used in D.C. to provide a director and a supervisory staff for Youth Serving Youth; Mrs. Jean Simms, Associate of Pupil Personnel and Meredith (Pete) Weaver, Director of Youth Serving Youth, shared their experiences in operating the project.
>
> Gerald Weinstein, University of Massachusetts, discussed the training of center supervisors and tutors, ways to be sensitive to people and groups of people, and reasons why tutorials are usually successful.
>
> Joseph Seiler, U.S. Department of Labor, explained how federal programs are funded in the Department of Labor and outlined evaluative techniques which could be applied to the tutorial projects.
>
> An evaluation team from the D.C. School System, Seymour Springston and Mrs. Elizabeth Abramowitz, described the measures D.C. plans to use in evaluating the effects of their Youth Serving Youth program.
>
> The Modern Strivers, represented by five high-school students from Washington, D.C., explained how they organized to effect change from within their schools and how they have established a freedom school in conjunction with Eastern High School.
>
> Mrs. Sally Tancil, a D.C. teacher, demonstrated how homemade puppets can be used for learning in tutoring centers.

Mrs. Verneta Harvey and Charles Peoples, Youth Serving Youth administrators from Philadelphia, answered questions about their experiences with the program.

NCRY staff members: Mrs. Mary Conway Kohler, Director of the National Commission on Resources for Youth, advised administrators how they could set up and find funds for their programs, and identified the need for change within In-school Neighborhood Youth Corps; Joseph Chadbourne, a NCRY field worker who is also a Washington Intern in Education, discussed the help NCRY plans to give in the field in setting up programs; Miss Nancy Herman and Miss Jean Martin discussed commercial materials that seem to be successful with urban children; Miss Kaaren Tofft discussed educational innovation and direction; and Miss Barbara Young compared Youth Serving Youth with youth oriented programs throughout the country.

Many people visited the workshop and were available for brief, though very helpful, consultations: Seymour Brandwein, Darold Powers, Rick Larish and Miss Millicent Robinson from the U.S. Department of Labor; Miss Ellen Hoffman, Associate Education Editor of the Washington Post; Mrs. Iris Garfield, Director of the National Committee for Support of the Public Schools.

The variety of experts - from top level administrators to high school students - coincided purposefully with the variety of interns invited by NCRY to attend the workshop. In most cases, each city or area sent a team of three - a top school administrator who would be the one responsible for securing the establishment of a Youth Serving Youth program in his city, a Neighborhood Youth Corps administrator who would have to arrange for tutoring as job stations within NYC, and a teacher who would be a likely candidate for supervisor of a center. It was interesting to watch similar types gravitate towards one another. The administrators were eager to talk about organization; the teachers were excited about new materials and methods for teaching children. Together in one large group, the interns and experts found themselves bound by a common charge - the improvement of In-school Neighborhood Youth Corps so that poor, underachieving kids can not only earn money, but learn about the process of education and themselves as well.

FLEXIBILITY

In order to meet the needs of all of the interns, a flexible workshop was planned. The tentative schedule (see Appendix), planned prior to the conference and passed out to the participants upon arrival, was rearranged and supplemented as the days progressed. When special visitors (such as Benjamin Henley, Vice Superintendent of the D.C. School System; Mrs. Aileen Davis, Assistant Superintendent in the same system; David Spencer, Chairman of the I.S. 201 Governing Board in New York City; and Ronald Evans, principal of I.S. 201) arrived, they were introduced and time was arranged for consultation with them. When questions were asked about the various titles of the Elementary and Secondary Education Act and their possible use in the Youth Serving Youth program, time was apportioned for Bertram Kleinman, former Associate Superintendent in New Haven, Connecticut, now in Miami, Florida, to provide answers. When the interns became so excited about the message they were given by the Modern Strivers as to how youth felt about their schools, they abandoned the noon closing hour for Saturday, moved their meeting to an available room and continued the discussion until late afternoon. When, toward the end of the conference, the interns expressed a desire to visit more centers and other places of relevant educational import than the schedule alloted for, the schedule was revised. It is fitting that the last workshop activity for most of the interns was a visit to the tutorial centers rather than a meeting.

What Did the Interns Learn?

EFFECTIVENESS

They learned that Youth Serving Youth is an effective program. Tutees can be helped by tutors who, like themselves, are underachievers and from the same neighborhood. Their observations convinced them that 14- and 15-year-old enrollees of In-school Neighborhood Youth Corps can find tutoring meaningful - more meaningful than custodial work, which unfortunately is a common NYC job assignment. They saw that NYC job assignments can be a means of showing the relevance of education to youth.

ORGANIZATION

The interns learned how tutoring programs are organized and how the set-ups vary between programs. Most cities have a Youth Serving Youth administrator (also called "director") whose duties are to establish and lead the program on a citywide basis. He is usually connected with the school system. For every center that the administrator sets up, a supervisor (also called "leader") is needed to operate it. This supervisor may be a school teacher, a community person, or an older NYC enrollee. Most supervisors, assisted by one or two aides who are also NYC enrollees over 16 years of age, are responsible for tutors and tutees on a daily basis. The organization of the Washington, D.C. program is unique in that it has been integrated into the school system's ESEA Title I program which is concentrated in one area of the city. (See page 83 for Washington, D.C.'s set-up.) The interns learned that they would probably only want to emulate D.C.'s method in a general way, that specific structural details would have to be devised in accordance with their own city systems.

The notion that a center supervisor might be a paraprofessional or older teenager as well as a teacher was surprising to many of the conference participants. Fortunately, they were able to visit centers run by all three kinds of leaders. The interns agreed afterward that each type of supervisor brings a special advantage: teachers bring instructional experience, community aides bring understanding of the neighborhood, and older teenagers bring a rapport that only youth can establish with each other.

TRAINING FOR CREATIVITY AND SENSITIVITY

The interns learned that they would be responsible for training supervisors, whether they be teachers, community people or NYC kids, to run tutoring programs. Workshops, in which the emphasis is active participation, seem to be the best training protocol. For example, by observing tutor-tutee pairs and participating in workshops, trainees can learn to utilize homemade instructional materials by making some. They can learn how to lead discussion groups by leading them. They can become more sensitive leaders via group activities that were demonstrated by Mr. Weinstein. He asked the interns to take each other on "blind walks" in which one person with eyes open leads another with eyes closed on an exploration of the room. At another point, He asked the participants to think of a vegetable that reminded them of him, then a car, a color, and an animal. Once the participants had jotted down their "metaphors," they were quickly divided into small groups in which they could discuss their individual interpretations. The purpose of the blind walk and the metaphors is to provide people with a comfortable way to talk about their feelings with other people in a sensitivity workshop.

Mr. Weinstein encouraged the interns to train supervisors in the use of materials that relate meaningfully to the tutors and tutees. Instead of using standard classroom readers, he suggested that original material be used. For instance, he suggested that tutors might pretend to be "private secretaries" for their tutees; as the tutor takes his tutee on a walk, he writes down what the tutee says. Later, the dictation is used to practice reading, spelling and writing. Cameras and tape recorders can be used to supplement or instigate stories. Mr. Weinstein stressed concreteness in learning, expecially for the younger elementary grades. When learning to use words like "ball," and "playground," give the child a ball to feel and bounce, take him on a trip to several playgrounds. Once he can relate the word to the real object, see if he can also relate it to a picture of the object, and then to the printed word itself.

While discussing questioning techniques as an effective teaching method, Mr. Weinstein suggested that the interns try using questions to train their supervisors, who then would use questions to train tutors, who then would use questions in tutoring. Mr. Weinstein posed this challenge to the conference participants: How can you train your supervisors by asking them questions?

Mr. Weinstein's final remark about training deserves special attention by all educators. He pointed out that when kids tutor other kids, they can get away with teaching methods that most adult teachers shun. For example, if eight-year-old William is told by his teacher in front of thirty other classmates, "No, you are wrong," Billy is likely to avoid future volunteering of answers. Other teachers would admonish his teacher to be more gentle and say something like, "Well, that's not quite right, Billy. Let me repeat the question again, and let's see if anyone can help Billy." Teachers in classrooms, perhaps, need to be especially sensitive to a youngster's feelings because of the natural gulf that separates some children from some adults. A teenage tutor, however, sitting with his arm casually draped around his tutee's chair, does not have to worry about establishing rapport. Quickly, a "helping relationship" develops between the two, and the tutee is not afraid. Mr. Weinstein pointed out that some adult supervisors might not understand the strengths of this helping relationship, and that they might, therefore, worry about "incorrect" methods being used. Another challenge to the interns: How can you get your supervisors to "hang loose" about what their tutors are doing?

After the workshop hours with Mr. Weinstein and after visitation to the centers, the trainee commented on the potentiality through this Youth Serving Youth program of improving education in the schools.

EVALUATION

During several long discussions about evaluating the effects of Youth Serving Youth programs, the interns learned what they undoubtedly already knew: that evaluation is both important and difficult to get. How can the effects of these tutoring programs be measured? How can the program be defended to school personnel, city administrators, and legislators who have other priorities? It was agreed that an "evaluation" must be geared to the real purposes of the program. The proponents of Youth Serving Youth believe that participation in the program will help youth. The proponents of Youth Serving Youth also believe that the program is a better alternative than custodial or menial clerk-type jobs for In-school Neighborhood Youth Corps enrollees. How can these beliefs be proved? Although demonstration programs in Newark and Philadelphia in 1967-1968 showed that the Youth Serving Youth does work, other cities would probably demand proof from their own programs.

Washington, D.C. plans to evaluate the effects of its program on tutors and tutees through the use of several different measures - absentee rate, tardiness rate, records of behavioral problems, citywide testing results, reading gains measured by reading specialists, and attitude scales. Hopefully, they will be able to prove that each child improved on these measures during the duration of the program. A similar evaluation of the D.C. program will be undertaken by a team from George Washington University (an interesting application of academic talents to a grass-roots operation).

Several participants at the conference stressed the use of informal data to assess changes in the attitudes of the tutors and tutees. Many of the tutors keep daily logs which reflect growing interest in education and increasing commitment. The stories written by tutees often reveal new enthusiasm toward themselves and their environment. Just how such data could be used remains a question. But it was agreed that any meaningful evaluation of a tutorial project would have to contain both "hard" and "soft" data.

IMPLEMENTATION

The interns learned that they would have to create their own hometown programs, adaptations of the Washington, D.C. model, from the exchange of ideas that took place during the workshop. They know that implementing the program would not be easy. Funds, as always, are difficult to marshall. In many cities Neighborhood Youth Corps In-school job slots have already been assigned. Hometown people who do not know about Youth Tutoring Youth have to be informed. Qualified leaders have to be found and trained to lead tutorial centers.

Although implementation presented a challenge to the interns, it did not prevent most of them from coming up with creative approaches, which they described at the end of the workshop. The plans reveal many possibilities for putting a program together. Tutors' wages can be paid from NCY funds. Federal, state and local governments, as well as private foundations, can be the source of funds for supervisory personnel. Youth Tutoring Youth by NYC enrollees can combine with, and perhaps change for the better, existing tutorial programs. Supervisory personnel can be found in many places, not the least of which is the community in which the center is located.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH

Finally, the interns learned about the National Commission on Resources for Youth. They found out that it is a non-profit organization, funded by grants from foundations and private corporations; that it was created to facilitate projects in which youth participate in roles of responsibility. They learned that the U.S. Department of Labor has funded the Youth Tutoring Youth project of the NCRY, and that the purpose of the project is to improve In-school Neighborhood Youth Corps by spreading the word about a new and successful way to engage youth in learning. They saw the Commission acting as reference book and activator rather than as a purse; that it gives out ideas rather than money. It sponsors workshops to train administrators for Youth Tutoring Youth; it stands ready to consult on big and little problems that arise during the creation of any new program. They were told that in the way of concrete materials, NCRY has prepared manuals for administrators, supervisors and tutors and that through the contemplated technical assistance program these materials will be field tested; and that short film clips are available for training purposes, as well as a longer descriptive film of the program (see pages 21 and 22). NCRY keeps in touch with programs across the country where youth participates, and can be consulted for ideas generated by existing programs. The Commission staff stays abreast of current educational research and trends relating to the "helping relationship" and it tries to evaluate new materials that publishers put out for underachievers, both urban and rural, materials that might have relevance for tutors and tutees in the NYC programs.

By helping tutorial programs get started and by holding training institutes such as the November workshop in Washington, D.C. the Commission learns and develops its capacity to assist Youth Serving Youth. For instance, at this conference drafts of two manuals, which are currently in preparation for administrators and supervisors, were evaluated by the participants. The feedback of the interns showed the NCRY staff that educators prefer concise outlines of information rather than prosy explanations, and that "manuals should be written to be skimmed rather than perused." The Commission received ideas from the interns on other materials that are needed - a training manual for administrators to use with supervisors and for supervisors to use with tutors, an ongoing tutors' manual with pictures of tutor-made educational materials, and a storybook or magazine comprising stories written by tutors and tutees. NCRY also received feedback pertaining to the workshop itself (see next page) and therefore will be able to plan an even more effective conference next time.

To summarize, the Youth Tutoring Youth Internship in Washington, D.C., facilitated an exchange - between the D.C. people who are already running a program and the interns who will run programs, between youth and adults, between administrators and teachers, between community people and establishment people; between the NCRY located in New York City and the people it exists for across the country.

EVALUATION OF THE WORKSHOP

Most of the interns and most of the NCRY staff felt that the training institute was a success. However, the following suggestions for improvement were made and will be kept in mind for future workshops:

1. Some interns felt that they needed to know more about Youth Tutoring Youth before they came to the workshop. Perhaps another time NCRY could arrange for conference participants to see a film about the program before the conference begins.

2. The workshop seemed a little too long, probably because it spanned a weekend. The reason for scheduling it from Wednesday to Tuesday was to save on transportation rates. The disadvantage of a weekend that splits a conference in half may outweigh the financial advantages it provides.

3. In terms of scheduling, the interns wanted more free time, more time to visit tutorial centers and other places of relevant educational interest.

4. In order to get the most out of the expertise, the interns should at times split into groups that reflect common functions. The Neighborhood Youth Corps directors, for example, can meet in a group with experts that can talk about funding and the future of NYC. Teachers should meet together in a group to discuss methods and materials with experts in that field.

5. The interns also need more time to meet with the other people from their city or area. This time is well spent in planning for implementation back home.

6. Mr. Weinstein was an effective leader for the group at large. Some suggested that he be present for the final meeting of all of the interns.

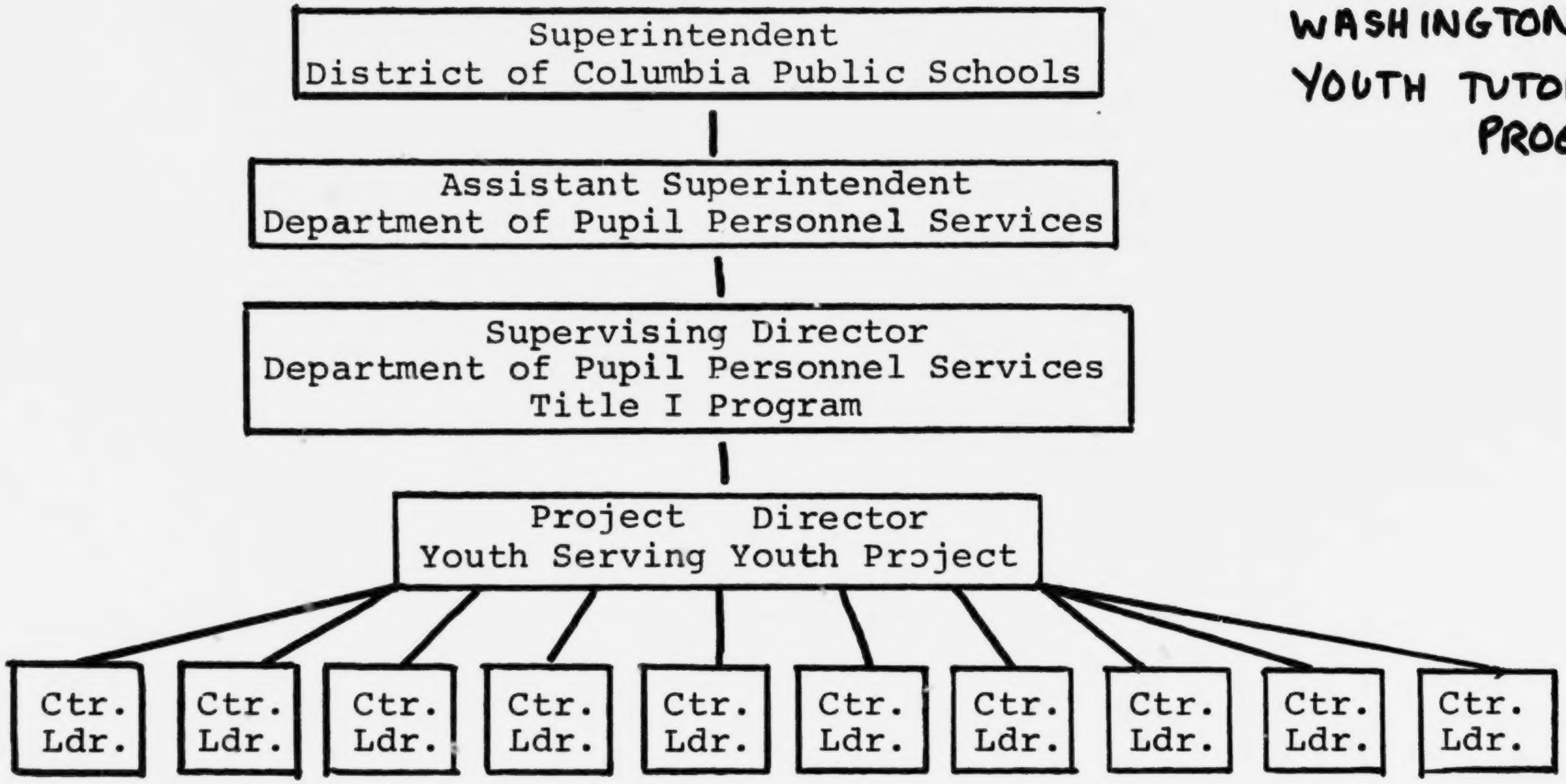
7. The interns would like more opportunity to be involved in Youth Serving Youth. This can be done in several ways. Time can be arranged for them to sightsee with tutors, visit more centers, attend more training sessions. The interns can be given projects to work on during the conference. They can even write manuals rather than evaluate them.

8. Parents! Meetings with parents from the local communities in which the tutorials are located should be included at the next conference.

9. The interns were not entirely clear as to how they would go about training supervisors and aides. More emphasis needs to be given to training.

10. The meeting with the students from Modern Strivers was such a success that several interns asked why a similar meeting was not arranged with tutors outside of their tutoring sessions.

WASHINGTON, D.C.'S
YOUTH TUTORING YOUTH
PROGRAM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District of Columbia Public Schools
Assistant Superintendent
Department of Pupil Personnel Services
Supervising Director
Department of Pupil Personnel Services
Title I Program
Project Director
Youth Serving Youth Project
Ctr. Ldr.
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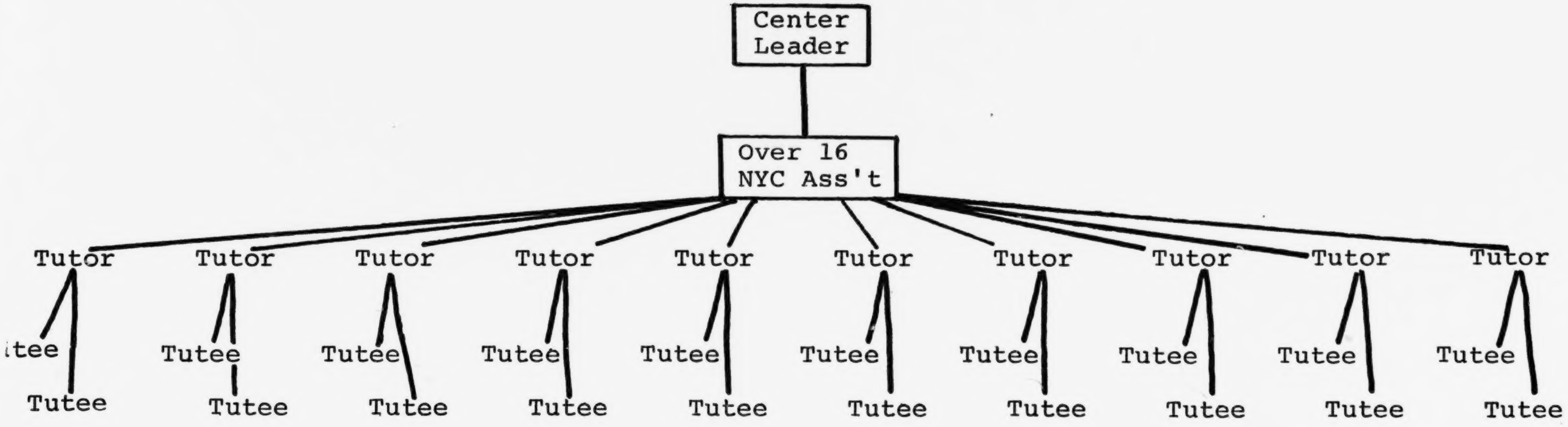
CENTER MODEL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YOUTH SERVING YOUTH WORKSHOP
Hotel Burlington, Washington, D.C.
November 13-19, 1968

9:00		Hotel Lobby Bus to D.C. Pupil Personnel	Teak Room Training of Center Leaders	Teak Room Evaluation Possibilities		Ball Room & Crystal Room Materials & Supervisor Training	Ball Room & Crystal Room Strategy for Implementation
10:00		Training of Cen. Leaders in Reading Techniques	Dr. Gerald Weinstein	Civil Rights Comm. Rep. & Youth from D.C. schools			
11:00							Crystal Room M. Seldon
11:30		Leave P.P.					
12:00		Lunch	Teak Room Sandwich lunch			Lunch	
12:30				Adjourn till Mon. 9 a.m.			Sandwich lunch
1:00						Visit to Special Projects	
1:30		Teak Room Workshop on Materials					
2:00							Adjourn
3:15		Hotel Lobby Center Visit -Tutors/Tutees -Aides/Tutors	Hotel Lobby Center Visit -Tutors/Tutees -Aides/Tutors			Hotel Lobby Center Visit -Tutors/Tutees -Aides/Tutors	
5:15		Return Hotel	Return Hotel			Return Hotel	
6:00	Teak Room Cocktails	Teak Room Cocktails	Teak Room Cocktails			6:30 Buffet Supper/Chadbourne Home	
7:15	Oak Room Dinner						

YOUTH TUTORING YOUTH TRAINING WORKSHOP
Washington, D.C.
November 13-19, 1968

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APPENDIX D

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